

CURRICULUM JOURNAL

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NEWS NOTES

Improvement of Instruction in Idaho. The Idaho Education Association is publishing a journal for the improvement of instruction, edited by C. C. Lame, principal of the Lewiston Junior High School, assisted by a state-wide committee. At the present one issue has been published and distributed to a considerable number of educators in the Northwest, particularly in the state of Idaho. The aim of this issue was to evolve a brief philosophy as a starting point for the improvement of instruction. Briefly the philosophy would place emphasis on integrating subjects, fields and life. It would also permit a chance for creation on the part of both teacher and pupils. The procedure for developing units would be on a basis of child-teacher partnership. The trend also seems to be toward pupil activity. The second number will have to do with pre-teacher training and outstanding units of work that are being used and developed in the state of Idaho. The third number will have to do with a long-time plan for the improvement of instruction in the state of Idaho.

Utah Planning Revision of Science Program. Under the direction of Dr. Burton K. Farnsworth, Director of Secondary Education, a series of meetings has been sched-

uled for the science teachers of the state. The first series will discuss three issues: 1. An acceptable philosophy of secondary education for Utah; 2. The place of science in this secondary school program; and 3. The grade placement of science throughout the secondary schools. The second series will determine the nature and form of subject matter. A committee of science teachers representing junior high, senior high, junior college, and higher institutions has been working for weeks on the above purposes. They will sit as a panel and present their thinking. When they complete their discussion and study, the subjects will be thrown open to an enlarged group, representing administrators and science teachers, to reject, modify or accept.

The Georgia Program for Improvement of Instruction. A state-wide curriculum program for the improvement of instruction in Georgia has been carried on during the last three years under the auspices of the State Department of Education, the University System of Georgia and other institutions of higher learning, the Georgia Congress of Parents and Teachers, the Georgia Education Association, the Georgia Federation of Women's Clubs, and the General Education Board. At the present time, the

State Department is busily engaged in compiling and preparing for publication the materials and sources of materials having to do with the persistent social problems in the community. During the summer of 1937, a number of colleges in the state conducted institutes for discussing many of the practical problems involved in the program. The institutes were held at strategic points so that every teacher in the state might have the opportunity to attend. Dr. Paul R. Morrow, formerly of the University of Georgia, is the new Director of Curriculum Research for the Georgia State Department of Education.

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Colorado Building Secondary School Curriculum. Mrs. Inez Johnston Lewis, State Superintendent of Public Instruction, has started a program of curriculum revision and course of study construction for the secondary schools of the state. At a meeting held in the State House, Saturday, September 25, this program was launched with the school people of the state participating. There was much enthusiasm over the plan and there is every evidence that the program will be based on a liberal philosophy of education.

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Alabama Curriculum Program. The Alabama curriculum development program, sponsored by the Division of Instruction of the State Department of Education in collaboration with the Division of Surveys and Field Studies of Peabody College, is designed primarily to improve classroom instruction. In-

itiated in 1935 with wholesome interest aroused and a few school systems making beginnings, the program was given great impetus during the summer of 1936 by wholehearted cooperation of state teacher-training institutions. The program was planned to consist of four phases—one year for orientation; one year for exploration and experimentation with new materials and procedures and continued orientation; a year for more extensive and intensive use of new procedures with selective and refinement plans in effect; and the fourth phase for organizing and installing materials as tentative course of study. Flexibility permits any administrative unit at any time to enter the first phase of the program. All state teacher-training institutions cooperate in supplying consultants and appropriate extension services. Steps already taken by these institutions look to changes in campus curriculums in harmony with the state program. Six bulletins have been issued for the guidance of participants in the project. The current year will see a number of systems entering the first phase of the program. Units in the advanced phases of the program will be assisted and stimulated to move forward with exploration and experimentation with new procedures and materials, the purpose being, first to meet pupil needs as seen in their several situations, and incidentally to furnish suggestive materials to be incorporated later in a tentative course of study.

Minnesota Curriculum Committee. Commissioner John G. Rockwell has appointed the following persons to serve as a committee to prepare and submit to the State Board of Education proposals for curriculum revision over a period of the next few years: A. B. Caldwell, O. R. Sande, J. M. Shields, H. E. Flynn, Ruth Ersted, Dorothy Houston. Up to the present time no definite plans have been developed in such form that they can be released. The following bulletins have previously been prepared by the Educational Materials Project under the supervision of the State Department of Education: *The Tax Problem; War or Peace; Producers' and Consumers' Cooperative; and A Merit System for Minnesota.*

Washington Curriculum Journal. Beginning with the November, 1937, number the Washington Curriculum Journal became a printed publication. This magazine is a project of the Washington State Curriculum Commission and is published every two months during the school year at the curriculum laboratory of the University of Washington. The annual subscription rate is \$5.00, and a single copy costs \$1.25. C. Paine Shangle, Superintendent of Schools, Bellingham, is chairman of the Commission; Edgar M. Draper, director of the Curriculum Laboratory at the University of Washington, is the executive secretary of the Commission and chairman of the editorial committee. The November number contains an account of the program of the State Curriculum Commission; several units of work; and

reviews of books in the field of curriculum.

High School Studies Community Life. A group of older Greeley College High School students are studying problems relating to the beet sugar industry in Colorado. The topic was selected because of its pertinency to life situations in and around Greeley. The history of the sugar beet, the economic factors concerning beet sugar production, the science of extracting the sugar, the sociology relevant to the agriculture of the sugar beet, the literature growing out of agricultural life are studied together as contributing factors. An interesting innovation has been the carefully planned musical programs dealing with rural life. Student activities also include the making of wall paintings, models of farms and factories, poster designs and creative writing. Field trips are frequent occurrences and qualified outside speakers are brought into the program regularly. The beet sugar industry group is one of several groups which are building one-third of their daily program around significant social problems in place of a study of science, literature and social studies as separate fields. Other groups are making a survey of Greeley industrial and economic life, investigating Greeley recreational facilities and the recreational program, studying international politics, etc. Provision is made for the promotion of recreational reading and other types of literary interests through student selected activities, including the short story, creative writing, drama and others.

Experiment in Integration. Last year an experimental program in integration was started at Lake View High School in Chicago. Student needs and interests were utilized in order to encourage personality development, mental and physical health. Subject lines were ignored and students worked in fields offering the greatest challenge to them. Longer time periods obviated breaks in the work and made it possible for teachers to become better acquainted with the students. Anecdotal records, interest questionnaires, autobiographies, standardized tests, individual interviews, and cumulative work files were some of the data which helped teachers to determine the essential requirements of individual pupils. Some outstanding features of the program were: the elimination of a grading system (letters describing the school status of children were sent to parents), many trips, wide reading, socialization and individual progress. An evaluation showed that these pupils were in advance of the rest of the school: in school attendance, school attitudes, amount of reading done, and individual growth. Due to the satisfactory results obtained this year more teachers and nearly all incoming freshmen are enrolled in the project.

Curriculum Laboratory at Emporia, Kansas. To provide opportunities for teachers of Kansas to do productive work in setting up various phases of the curriculum, a Curriculum Laboratory was started last summer. During the summer session five curriculum classes,

three graduate and two undergraduate classes, used the materials of the laboratory for productive work. The room is well equipped with tables, typewriters and various kinds of materials dealing with the current social scene in the major areas of the community, the state, the nation and of international relations. A trained librarian catalogued these materials and had general supervision of the room. The work of the Curriculum Laboratory continues during the present year.

Curriculum Production in Amarillo, Texas. Curriculum study has been in progress in the Amarillo Public Schools three years. The first year quite a number of teachers studied the orientation course in extension classes as a part of the state curriculum revision program. The second year practically all of the 285 teachers studied curriculum production in extension classes and local study groups. During last year committees were organized for actual production. A general directing committee composed of representatives from all levels and from all fields of study worked out a statement of objectives and guiding principles and a general plan of organization of the elementary school program. Special committees worked on the production of units and the preparation of bibliographies of available materials.

During the summer, with a special appropriation of funds by the School Board, a group of teachers and the Supervisor of Elementary Schools, using the materials developed during the year, worked out and mimeographed courses of

study for the primary grades and for social studies, language arts, and elementary science in the intermediate grades, and language arts in junior and senior high schools. These courses are being installed in the schools this fall, and work is going forward through committees in other fields in both the elementary school and the secondary school. A project of special interest for this year is an experiment in an integrated course in American history and American literature in the Senior High School.

Democratic Practices in the School. The Springfield (Missouri) Public Schools under the leadership of Superintendent H. P. Study have chosen as their central problem for the year, "What can the schools do to make democracy work better?" The Superintendent has held a series of meetings with the principals and supervisors for the purpose of orienting their thinking and for deciding upon some of the basic issues involved. One member of the administrative staff will hold conferences in the various secondary and elementary schools with the teachers of the several buildings for the purpose of working out ways and means of improving our contribution to democracy. The annual report will be devoted entirely to revealing just what our schools are actually doing in meeting their responsibility. All of the material for the report will be prepared for lay consumption with a view to stimulating sympathetic understanding of the program of the school and for encouraging more intelligent support.

Experimental Teacher-Training Programs. The Texas Society of College Teachers of Education, representing some thirty senior colleges, has appointed a special Committee for the Study of Teacher Education in Texas. Experimental teacher-training programs are being set up in selected colleges in order to develop a teacher-training program better adapted to the needs and aims of the new State Curriculum Program.

Revision of Teacher-Training Curriculum. Because of the announcement of intention by the State Department of Education of Ohio to change the basis of training of elementary teachers from two to four years, the faculty of Kent State University, Kent, Ohio, is planning a complete reorganization of its four-year curriculum. A committee of the faculty now has this reorganization under way. This committee expects to begin its work with a study of the characteristics which the elementary teacher should possess after a training program of four years. It will then use this analysis as a basis in determining the subject matter and the organization of activities to achieve these outcomes, and will expect the various departments of the university to develop such courses as will seem most desirable. It is also expected that the curriculum will give the prospective teacher an opportunity for some direct participation in integrated courses.

PSYCHOLOGICAL BASIS OF CURRICULUM DEVELOPMENT

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A simple way of introducing some fundamental viewpoints about the extraordinarily difficult problems of effective curriculum construction is to tell a story about my early efforts at self-education in which the joke is on the teller. About the middle of my high-school career, I bought a secondhand copy of Webster's Unabridged Dictionary. It was the most expensive single purchase I had ever made with money I had earned myself. Thereupon I proceeded to "study" the dictionary by reading regularly the definitions of words arranged in strict alphabetical sequence. This system I pursued faithfully from the impressive "aardvark" on for almost two years until finally my persistence broke down somewhere in the early K's. I still look back upon this episode as a credit to my drive but as a sorry reflection upon my intelligence.

Unfortunately, it was soon to be followed by another autodidactic endeavor of almost equal futility. When I entered college, it occurred to me that the *Encyclopaedia Britannica* was as valuable as any recommended five-foot shelf of classics, so again I began to read the articles as they succeeded each other on the pages of the successive volumes. This time I cut short the undertaking a little sooner and ended the business with the pages devoted to California.

One smiles at this tale of misdirected intellectual effort, but

frankly what was wrong? Evidently there was something about the scholastic atmosphere to which I had been exposed which led me to believe that any information *per se* was a genuine good. The pathetic irrelevance of the dictionary arrangement to any vital purpose—other than convenience in locating a needed definition—brought home once for all the conviction that *isolated* knowledge is essentially equivalent to *meaningless* experience. That is why the encyclopaedia plan with its larger and more visible units of understanding marked a distinct advance over the pure lexicon. Nevertheless, this too had obvious and serious defects of organization. The study of Roget's *Thesaurus* would have been a further step in the direction that I now consider desirable, although even this admirable handbook falls short of that *integrated wholeness* which may well prove to be the chief of all pedagogical values.

It must be clear from the foregoing that the heart of the curriculum problem is not so much *what* shall be taught as how such experiences shall be *organized*. Acceptable system, order, and coherence must characterize any curriculum that is to justify itself in terms of our newer psychological conceptions. One of the dangers of an uncritical progressivism is a disposition to overvalue any experience taken by itself. The

period immediately following the World War was characterized by a lust for any and all types of experiences, forgetful of the fact that some experiences—like being run over by a locomotive—are so fatal in their permanent consequences that they eliminate the possibility of having any other experiences. The true educational aim must always be the attainment of what Stern, the German psychologist, calls an *Erlebnis*—a poignant, worth-while participation in living action—and the avoidance of all mere *Erfahrung*, i.e., bald matter-of-fact occurrences that just happen.

However, the demand for selectivity and clear pattern in our educational program gives little aid or comfort to the pretensions of the classicist. He was right in his insistence upon providing only the best adaptive processes for the learning situation, but he was (or, like President Hutchins, still is) in error in assuming that these offerings had but one content and a single defensible sequence. The learner's goals constitute the one best principle of cohesion among the infinite data of life and nature. Where organisms have similar needs similar satisfactions may be provided—but where their requirements and purposes differ there must also be distinct forms of adjustment. The traditionalist has tended to be an absolutist in educational theory and practice—the modernist must necessarily think in terms of “field forces” and the relativity of all attributes. This simply means that the setting or context of any experience is al-

ways decisive with respect to its quality and worth.

An example or two will help one's appreciation of the universality of this principle. Look at these two sets of visual stimuli: (love) (1937). When printed on the typewriter, the first symbols in both patterns (1) are physically identical. Nevertheless, in one case it is seen or read, i.e., understood, as a letter of the alphabet, and in the other instance, it is responded to as the first digit in the number series. More generally, every “experience” is altered by the mode of the organization that embraces it. Strict “sameness” is the rare exception rather than the rule in the world of natural phenomena. Whatever “likeness” there is in perception tends to be that of the total structures rather than of those parts which are distinguishable under critical analysis.

There is another important foundation upon which a scientifically-valid curriculum must rest, viz., the genetic rule that the growth of mind or personality is from the “general” to the particular, from the vague to the particular, and from the indefinite broad total or whole to the narrower and more restricted detail. On the elementary school plane, massive undifferentiated experience is the normal *ground* from which more refined *figures* come forth. As some one has put it, to a child swimming in a river is not geography, gazing at the moon is not astronomy, and having a birthday party is not sociology. To one still in the grip of the older formalism it is often forgotten that the departmental di-

visions of our institutions of learning are marriages of convenience between scholarship and administration. But for the pupil it must be remembered that independent subjects or areas of knowledge *emerge* as a result of intellectual development—they constitute the terminus rather than the beginning of his educational experiences.

In this respect the history of thought is decidedly illuminating. As everyone knows, the homogeneous and undifferentiated character of man's rational life was represented in Greek life by the pursuit of philosophy, the matrix out of which all other separate sciences have emerged. Primitive reflection is necessarily total in its range and recognizes none of the specialisms that later arise. With the child—or adult uninitiated in the mysteries of any art or craft—it cannot be otherwise.

This movement of experience from whole to part is seen in all phases of mental life. If one is introduced to a stranger one's first response is to his entire psychophysical personality—as someone who is friendly, attractive, young, male, etc. But as inspection continues this global impression breaks down. In his face, one now discerns mouth wrinkles, large eyes, a lofty forehead, and other details. The eyes in turn become separated into iris, pupil and related features which were not psychologically existent at the start of this process.

A recognition of the normality and inevitability of this de-differentiating process is a helpful guide in steering the maturation of the learner. If the differentiation pro-

ceeds satisfactorily, i.e., at a uniform rate in all phases of the organism's being, it contains within itself the most natural and satisfactory type of integration. Disintegration in the personality organization is almost invariably the result of some conflict of values which is solved—usually temporarily and unwisely—by the controlling system deliberately preventing the mutual interaction of relevant fields of experience.

Some progressivists in the work of teaching have been so impressed with the merits of the "totality" approach to learning issues that they have denied the legitimacy of "subject-matter" courses at all school levels. I fear this is an illicit inference from an unquestionably correct premise. If mental development is essentially a matter of differentiated reactions, then it would seem that some learners at some time will eventually reach the stage of true academic specialization. Just as it is pedagogically unwise to administer stimulation before the organism is ready for it, so it is equally maladroit to postpone intellectual "cleavage" and separation when the learner has ripened to that stage. This is not a defense of "formalism" at any period of the educative process, but it is a protest against the unfortunate tendency to condemn "subject" instruction under any and all circumstances. To maintain this attitude is to commit again in a relativistic context the same absolutist error to which we alluded above. Some of the "philosophic" objections to "multiple-

choice" factual tests appear to have been weakened by the same mistake.

To protect myself against misunderstanding, I ought to re-emphasize the faith of an "organismic" psychology in the advantages of problem-solving and creation as devices for the attainment of purposes. Instead of the common "history major and English minor" combination in our undergraduate teacher-training programs, we need to introduce such larger and more vital centers of interest as "God, Life, and Mind" curricula. By this I simply mean that if a boy were profoundly concerned by the mysteries of animate existence, I would not risk endangering this spirit of high adventure by a prescribed "systematic" and rigid course in laboratory zoology. Instead, the personal unification of experiences around this issue would be better promoted by expansive browsing in whatever territory promised to make rewarding and illuminating contributions to this end.

The use of the "problem" technique as a focus for advancing the insights of the learner has the merit of restoring that original unity to our intellectual outlook which has been so sadly lacking in recent generations. This may be illustrated by the change in my own point of view concerning professional education as a university discipline. For a number of years I was hostile to "Education" in this sense, because it seemed to be no more than a chaotic conglomerate of waste scraps from psychology, sociology, philosophy and other

more substantial studies. However, it later dawned upon me that psychology was not a very "pure" field either, for if one extracted its constituent components in the way of physiological, social, anthropological and statistical content, there was plainly very little left to "psychology" itself. This same situation obtains in every recognized division of scholarship. Inevitably, I came to see that the basic thing was always some "problem" or challenge to human understanding and that the most useful principle of organization was not some traditional pattern of "subjects," but the individual integration achieved by the investigator. One of the incidental blessings of this approach is that instead of looking upon phenomena in the light of the "conservative" position that there is nothing *new* under the sun, it seemed now to be much truer and more invigorating to hold the attitude that there is nothing *old* under the sun.

A final word of caution. Some well-intentioned educational liberals or experimentalists are occasionally misled by the sloganizing tendencies to which teachers seem peculiarly susceptible. They sense the superiority of the "wholeness" and "integration-differentiation" outlook fostered by a field-deterministic type of psychology, and then proceed to caricature it in practice. Such offenses may be pardonable, but they can easily be avoided by remembering that nothing is necessarily a part or a whole—it may be either according to the degree of interdependence established by the incessant flux of

mental structures. A word, e.g., is a part or "member" with respect to the sentence, but it is a true whole with respect to the individual letters that comprise it.

Most of theoretical and experimental support for this interpretation of mental dynamics has necessarily been omitted from this sketch, but its consequences for school organization and procedure should be fairly clear. Functional repercussions of experiences upon each other, a shift in the texture of consciousness from gross to minute patterns, and the dependence of types of organization upon the means employed by the learner to attain his ends, are all phenomena which must be appreciated and employed if the business of "teaching

Johnny X" is to be brought into harmony with the best frontier thinking of contemporary psychology. It is said that there was a professor of "things in general" at an eighteenth-century German university; to some extent, every competent teacher must necessarily discharge this broader orientation function. This does not imply that every instructor will be offering a course entitled "Some random thought concerning God, Man, and the Universe"—a volume actually written by the philosopher Wolff—but it does mean that an integrated personality and an integrated human society can never result unless the fruitful interlacing of curricular experiences is consistently maintained.



PARTICIPATION OF THE TEACHERS COLLEGE IN CURRICULUM DEVELOPMENT

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The teacher-education institution may participate in curriculum development in different ways. The considerations involved in determining the methods of procedure depend upon the meaning of the curriculum. The curriculum in an educational sense is now generally understood, by authorities in the field of curriculum making, as the sum total of the experiences of the pupils. The life curriculum of any individual consists of all the experiences he has had from birth up to the present moment. His school curriculum consists of those life experiences for which the school is responsible.

Indirect Participation. When the curriculum is thus considered in terms of the experiences of the pupils, every teacher-education institution is engaged in curriculum making regardless of whether a curriculum program is under way in the public schools of the community. By the necessity of the case, the activities of the institution influence the experiences of its students, who, in turn, influence the experiences of the pupils whose activities they later guide.

If there is a curriculum program under way in the community, the teacher-education institution is working with the program or against it in so far as it is influencing the lives of its students. Every institution is doing things and having its students do things that make them better or worse teachers, from

the standpoint of the program of the community. It is imperative, then, that the teacher-education institution, in order to work intelligently, keep informed as to the development of any curriculum program that may be under way in the territory that it serves. What is true of the institution as a whole is true of each member of its faculty.

Direct Participation. The institution devoted to the education of teachers may also participate directly in the curriculum program of the community in a number of ways. It may supply meeting places, materials, and personal help. In many of the state-wide programs of curriculum development in recent years, the various teacher-education institutions have supplied indispensable aid in many ways. They have served as curriculum centers where conferences have been held and study groups have met. They have supplied many books and other materials for the use of curriculum committees. Members of their faculties have served faithfully in various capacities. Most of the difficulties of such cooperation apparently have been due to lack of understanding, on the part of the institutions, of the meaning and significance of a program of curriculum development, as well as to the lack of understanding, on the part of the sponsors of the curriculum program, as to capacities in which

different institutions could serve best.

Study of the Public School Curriculum. An understanding of the curriculum program of the community may be facilitated through a systematic study of the curriculum in the elementary and secondary schools. Such a study is of two general types. First, the teacher-education institution may develop a curriculum program centered in its training school. For instance, there has been a program of curriculum development intermittently under way in the Training School of the State Teachers College at Farmville for a good many years. With few interruptions the faculty of the College has been engaged in the study of the curriculum in the Training School. Second, the teacher-education institution situated in a community engaged in a curriculum program may study in a systematic way the public school curriculum and the curriculum program. For instance, in response to the program of curriculum development in Mississippi, the Delta State Teachers College at Cleveland has made a rather systematic study of the curriculum of the public schools. Some of the more important features of the program were a series of lectures on curriculum problems, round table discussions, reports at faculty meetings of possible contributions of different departments to the state program, a systematic study of "such topics as aims of education, areas of human endeavor, scope and sequence, use of subject matter and units of work."¹

A systematic study of the public school curriculum is doubtless the best possible way by which many institutions can prepare themselves to participate effectively in a program of curriculum development in their respective communities. The idea of such organized effort should be especially suggestive to those institutions which have just begun their curriculum programs or in which no general program has yet been initiated. However, for institutions in communities where curriculum programs have been under way for several years, attention should perhaps be centered now on the curriculum of the institution itself.

Study of the Teacher-Education Curriculum. The current movement in curriculum development is just now making direct demands upon the teacher-education institutions themselves. These institutions are already indirectly influencing, consciously or unconsciously, the experiences of the pupils wherever their graduates teach. The teacher is perhaps the most important factor in the school curriculum of any pupil. Any general improvement of the education of the children of a community depends largely upon the improvement of the teachers. Any general improvement of the teachers depends largely upon the improvement of the experiences of the students in the teacher-education institutions. The movement for the improvement of the curriculum will probably soon be shifted to a study of the curriculum of the teachers colleges and of other institutions devoted to the education of teachers.

¹Zeigel, William H., A Teachers College Cooperates in Curriculum Development; Curriculum Journal, 8: 212-213, May, 1937.

The institution participating most effectively in the new program of teacher education must make a study of its own activities. It must pay special attention to the problems of curriculum making in the field of teacher education. The teachers college, or any other institution responsible for the education of teachers, that undertakes a program of curriculum development with primary emphasis on its own field will be participating in any curriculum program that has been or may be under way in its community. It will be participating directly because it will have to consider the demands of the curriculum of the public school upon its own curriculum. It will be participating indirectly in that any improvement of the experiences of its own students will be reflected ultimately in the improvement of the

experiences of the pupils in the schools in which its graduates are later employed.

The two programs are very closely related. If the principles and aims of education supply the foundation of curriculum making in the public schools, they also supply the foundation of curriculum making in teacher education. If the principles and aims of education are to be used as criteria in the formulation of aims, the analysis of content and scope, selection of subject matter, determination of methods of teaching, and development of procedures of evaluation in the public schools, they should be employed as criteria in the consideration of these same features of a curriculum program in institutions in which teachers are educated for service in the public schools.



A UNIFIED SECONDARY CURRICULUM

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Secondary education today is in a period of transition, endeavoring to meet the problems of increased retention, a greater variety of interests, needs, and capacities in the student body, and the almost revolutionary changes in social and economic life. Such a period calls for a re-evaluation of each subject in the school curriculum. Since the value of a subject-matter field is found in its contribution to the objectives of the secondary school, it follows that there must be an adjustment in the purposes and content of each field to conform with the major purposes of secondary education. As an illustration of the character and scope of this adjustment, this paper describes the curricular readjustments in the seventh and eighth grades of the University of Minnesota High School, commonly referred to as the Unified Curriculum.

THE NATURE OF THE UNIFIED CURRICULUM

The various curricular modifications that have been undertaken to increase the social value of the secondary school program may in general be classed under two headings: (1) the socialization of content within a single subject field, and (2) the integration of the major fields. In the first type may be included those various curricular revisions in which each field, in-

dividually, endeavors to modify its content in such a way as to develop a course that may be justified on the basis of its social value. The integration type includes those projects, differing widely in nature and point of view, in which the plan of work for the pupils cuts across the subject-matter fields. These types have one purpose in common: The substitution of educational (or pupil) goals for subject-matter goals. Each has, however, its intrinsic weakness and limitations.

In the socialization of a subject-matter field, for example, one finds it difficult to avoid such defects as these: a tendency to emphasize subject matter, teaching the subject for its own sake; an unwarranted dependence on transfer, intentional or unintentional, that results when the subject, as such, is taught rather than used for teaching; a repetition and duplication of effort among the subject-matter fields, when various aspects of the same topic are studied at different times; a neglect of the marginal areas of social understanding not formally assigned to any field.

The integration or fusion of subject-matter fields has resulted largely as a recognition of these defects. The dangers inherent in integration are widely recognized, and are at least as worthy of consideration as those of socialization.

Among the most important are these: (a) The tendency to treat a symptom and to neglect the fundamental defects of the curriculum. With the realization that classification of subject matter into watertight compartments inhibits the attainment of the social values, there has often been exhibited a tendency to combine subjects without any fundamental changes in traditional content within the subjects affected except, perhaps, a rearrangement of the order in which topics are presented or a shift in emphasis upon areas of the courses. Such a superficial attack upon one of the most evident aspects of the problem of curricular adjustment is, of itself, of little value. (b) Failure to appreciate the value of the unique point of view and method of analysis available in the subject-matter fields. (c) The impossibility of training teachers to be expert in the use of a variety of subject-matter fields as a means of education.

The curricular revision at the University of Minnesota High School represents an attempt to secure the advantages of socialization of subject matter while avoiding its limitations. This has been done by constructing a curriculum in terms of educational goals, rather than subject-matter goals, securing a close cooperation of the subject-matter departments through the activity of a curriculum committee, and providing for certain essential administrative modifications.

THE BASIC CURRICULUM

A basic outline independent of the subject-matter fields was the

first essential in re-directing the attention of the subject-matter departments to the purposes of secondary education. Such an outline could be based on any one of a number of different approaches, each of which might serve equally well. In the approach finally selected the curriculum is developed around those needs that man must satisfy in order to survive in the struggle for existence. The committee working on the reorganization first formulated certain guiding principles, and following them developed the study of the needs in comprehensive form, portraying the problems and materials that should be included in the program for grades seven, eight, and nine.

Important contributions to an interpretation of these social and economic institutions might be expected from all of the secondary school subjects. In order to limit somewhat the scope of the project, however, it was agreed at the outset that the reorganization should be confined to grades seven and eight, and to the fields of English, mathematics, natural science, and the social studies. Plans have been projected that call for the extension of the program to the ninth grade, and to other subjects as rapidly as feasible in view of the resources of time and support which are available to the committee. Recently the fields of art, home economics, and industrial education have begun to contribute to the project.

THE CURRICULUM COMMITTEE

The basic outline is a logical organization of the material from

which instructional units are prepared. The selection and organization of units from this material, and the planning of the pupil activities that will achieve the desired outcomes, are the duties of the curriculum committee. This is a joint committee from the several subject-matter departments, and the effectiveness of the program is dependent on the functioning of this committee. The preparation of a unit by the committee may best be described in five steps.

1. *The selection of a portion of the basic outline that can be presented as a whole, all of which is related to some fundamental social principle or concept.* The teaching unit is not necessarily a single part of the basic outline, lifted bodily from its context. A unit has been developed on "The Consumer," for example, that cuts across most of the fundamental needs of man. "Transportation," on the other hand, is a section in the outline under "Mobility"—one of the needs of man.

2. *The statement of objectives to be attained in teaching the unit.* It is clear that the teaching materials, the emphasis of teaching, and the pupil activities must all be selected on the basis of outcomes desired from the teaching of the unit. The particular objectives that are set up for any given unit depend, of course, on the social philosophy of the committee. For convenience the objectives are usually set up in terms of knowledge, attitudes, interrelationships, and skills.

3. *The outlining of the teaching materials that can best develop*

these objectives in a logical organization of the unit. This outline is still independent of the subject-matter fields, its nature being determined by the outcomes desired, as listed in the objectives, and by the scholastic and mental maturity of the pupils.

4. *The delegation of responsibility for teaching each part of the outline to the department whose field is best adapted to its presentation.* The assignment of teaching duties to the department is done in committee meeting. Usually there is no question as to the department most suited to the presentation of a topic. A quantitative means for studying a problem or topic, as when numbers, formulas, tables, and so on, are employed clearly calls for the methods of mathematics. The instructor in each department is considered as an expert in the use of his field to study and explain the environment, and in teaching others to use it for the same purpose.

5. *The preparation of the calendar.* When the committee finishes this portion of its work, each department is assigned a portion of the unit to teach, and knows what to expect of each of the other departments. The principal, who is the chairman of the committee, then receives from each department an estimate of the number of hours that will be required to teach each of the topics that have been allotted to it. He then prepares a calendar for the entire unit, assigning the class to each of the several departments in turn as each part of the unit is taught, in such

a way that the orderly presentation of the unit is a cooperative project of all the departments. Of course, it should be understood that this tentative program may be, and frequently is, entirely revised in case the interests or needs of the pupils appear to make it profitable for any department to continue to deal with the activity for a longer period of time. Thus we see that the activities of the curriculum committee, with the principal as its chairman, operate to facilitate the cooperation of the subject-matter fields in developing a comprehensive understanding of social institutions and social problems. It is the functioning of this committee that is the unique feature of this plan.

ADMINISTRATIVE READJUSTMENTS

It is perfectly clear that the flexible assignment of teachers to classes, implied in the arrangement we have described, requires some readjustment of classroom periods and teaching programs. A long period, approximately half of the school day, has been set aside for work on the unified curriculum. This permits uninterrupted attention upon a problem for a longer period than ordinary, but at the same time it introduces new problems of fatigue, efficiency, variety of experience, and attention factors. One of the most interesting features of the unified curriculum has been the necessity for adapting classroom procedures to the demands of the longer period.

Skills in the fundamental processes, particularly the mechanics of English expression and arithmetic computation, call for fre-

quent practice if they are to be developed to a satisfactory level, and if the deficiencies are to be corrected. To meet this situation, remedial groups have been scheduled for one fifty-minute period daily. This provides ample opportunity for a program of diagnosis and remedial procedure without interfering with the continuity of the morning period of the unified curriculum.

EVALUATION

While it is almost impossible to set up a curricular revision of the scope and objectives of the one under consideration in the form of a controlled experiment, it is nevertheless important to give careful attention to the problem of evaluation. At University High School comprehensive examinations are prepared for each unit. Standardized examinations are also given in various subjects, particularly mathematics and English so that accomplishment may be checked against established norms.

Since the outcomes sought in the unified curriculum include attitudes, ideals, interpretations, understanding, recognition of relationships, and other intangible qualities in addition to factual knowledge, many serious difficulties are encountered in any attempt to compare pupils who have completed work in the unified curriculum with those in conventionally organized classes.

So far as evidence is available regarding the effectiveness of the organization it is along three lines, which we may state in the form of questions.

1. How do the pupils who have been in the unified curriculum compare with those from regularly organized classes when measured by standard tests? Test results based upon matched groups indicate that the fundamentals of English and mathematics are learned at least as well when the subject matter is organized as in the unified curriculum.

2. Are pupils from the unified curriculum handicapped, when they pass on into high school classes regularly organized? New pupils may enroll in the University High School in the seventh, eighth, or ninth grade. A typical ninth grade class in algebra includes among the pupils about one-third who have had two years in the unified curriculum, one-third who have had one year in this work, and the rest who have come from schools organized on conventional lines. There is no significant difference in the achievement of the three groups, and no problem of adapting the subject matter to any one of them.

3. What is the attitude of teachers, pupils, and parents to the unified curriculum? While ad-

mittedly subjective, the reactions of these groups to any plan of curricular reorganization should be considered. The attitude of the pupils working under the revised program is encouraging. The greater interest manifested by these pupils may be due in part at least to the fact that they are dealing with materials which are related in a vital way to real problems and actual life situations. Teachers feel that the new curriculum is of mutual benefit to all of the subject-matter departments. Finally, there have been many expressions of appreciation and approbation from parents. Typical of these is the statement that the problems of the unified curriculum have been brought home and have changed entirely the complexion of the dinner table conversation.

Those responsible for the development of this venture in curricular reorganization have found the task stimulating and challenging. It is the firm belief of the group that this project represents a contribution in the direction of the liberalization and vitalization of the curriculum of the secondary school.



TEXTBOOKS OF 1937¹

By M. E. HERRIOTT
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INTRODUCTION

Textbooks of 1937 follows the compilations of 1931, 1933, 1934, 1935, and 1936. A few books omitted for one reason or another from previous lists have been included herewith. These books have been used in special and permanent textbook exhibits for the teachers of the Los Angeles City Schools and surrounding communities. As in the case of previous lists, only textbooks have been included. Strictly reference books, adult education texts, and books for extracurricular activities are not included. The classification of the texts, the bibliographical data, and the annotations are as accurate, complete, objective, and meaningful as space will permit. The Committee is particularly indebted to Mr. Wesley O. Smith, Boys' Vice-Principal of Central Junior High School, Los Angeles, who prepared most of the annotations for the 1937 list.

ELEMENTARY TEXTBOOKS

ARITHMETIC

1. Boyer, Cheyney, White—The Progress Arithmetics. Macmillan. Book A-178, B-186, C-201, D-202. A series of text-workbooks for grades

¹It is surprising that textbooks, which make up over one-half of books printed each year, should receive so little attention in the educational press. Very few of these books are listed, and less are competently reviewed. Compare this with the critical attention given to fiction and biography in the daily and periodical press. The CURRICULUM JOURNAL is the only publication that issues a classified list of textbooks for elementary and secondary schools. The Society has never undertaken a critical evaluation of the output of school books, but it has always recognized the necessity thereof.—Editor.

- 3-6. Answers bound in. Illustrated. Paper.
2. Buswell, Brownell, John, Dolch—Jolly Number Tales. Ginn. Book One, 201; Book Two (Buswell, Brownell, John), 226. Combination reader and arithmetic. Workbooks accompany. Profusely illustrated in color.
3. Clark, Otis, Hatton (ed. by Schorling)—Modern School Arithmetic (new edition). World. Third Grade, xii + 274; Fourth, xii + 257; Fifth, xii + 259; Sixth, xii + 228. Abundance of practical materials and tests. Illustrated in color.
4. Gillet, Durell, Durell—The New Trend Arithmetics. Merrill. Third Year, xiv + 306 (1936); Fourth, xiv + 306 (1936); Fifth, xvi + 336; Sixth, xvi + 335. Topics placed in series on basis of mental maturity of pupils. Illustrated.
5. Strayer, Upton—Social Utility Arithmetics, Book One. American. viii + 283. For Third Grade. Problems, exercises, and tests in fundamental processes to the 5's. Illustrated in color.

ELEMENTARY SCIENCE

6. Beauchamp, Fogg, Crampton, Gray—Science Stories: Book Three. Scott, Foresman. 1936, 256. Third-grade book in basal science series. Profusely illustrated, mostly photographic, some in color.
7. Graham, Sherman—Nature Activity Readers. Book IV, Earth and Sky, xv + 278; Book V, Forest Families, xv + 316. Organized in order of seasons. Wide field of nature study. Problems and questions stated. Illustrated.
8. Porter, Hansen—Fields and Fencerows. American, vi + 274. Similar to "The Pond Book" by same authors.
9. Porter, Hansen—The Pond Book. American, vi + 210. Simple biology following child interests.

"Things to do" follow each chapter. Intermediate grades. Illustrated.

10. Wells—Seashore Life. Harr Wagner, xxiv + 271. For middle grades. Treats both animal and vegetable marine life. Illustrated.

HEALTH AND PHYSICAL EDUCATION

11. Fowlkes, Jackson, Jackson — The Healthy Life Series. III, Keeping Well (1936), viii + 264; IV, Healthy Living (1936), viii + 288. Designed to help children establish and practice desirable health habits. Optional sections. Glossary. Questions. Exercises. Illustrated.

LANGUAGE

12. Buckley, White—Activity Speller. American. Grade Two, 66; Grade III, 66; Grade IV, 66; Grade V, 66; Grade VI, 66. Follows brief study; test; intensive-study technique. "Basal List" of 2,412 words and "Honor List" of 1,674 words. Illustrated.
13. Cage, Wulff, Breeden — First Drills in Oral Language. Harr Wagner, xv + 302. Oral drill materials, based upon common errors. Simple vocabulary. For lower intermediate grades.
14. Cavanah, Myers—"Handwriting for Expression" Series. American. Pupils' First Book, Pencil and Paper Unit, 11 + 34; Teachers' First Book, Handwriting Unit, 39; Pupils' Second Book, Size Reduction Unit, 62; Pupils' Third Book, Pen and Ink Unit, 11 + 34; Pupils' Fourth Book, Fluency Unit, 11 + 26; Pupils' Fifth Book, Final Size Unit, 11 + 34; Pupils' Sixth Book, Diagnostic, Individual, Remedial Unit, 11 + 54; Teachers' Manual to accompany all preceding books, v + 61. Designed both for immediacy and ultimate quality in handwriting. Diagnostic handwriting score card accompanies. Illustrated.
15. Hatfield, Lewis, Sheldon, Dines—Practice Activities in English Series (1936), American, Grade Two (Lewis, Sheldon, Dines), 128; Grade Three (Hatfield, Lewis, Sheldon, Dines), 128; Grade Four (Hatfield, Lewis, Sheldon, Dines), 128; Grade Five (Hatfield, Lewis, Dines),

128; Grade Six (Hatfield, Lewis, Dines), 128. Text-workbooks designed to be, as far as possible, self-instruction practice books. Many exercises. Illustrated. Paper.

16. Wickey, Lambader—Goals in Spelling. Webster. (1) Grade Two, Manuscript Writing Edition, 96; (2) Grade Two (1936), 96; Grade Three (1936); Grade Four, 96; Grade Five, 112; Grade Six, 112. Text-workbooks organized on basis of regular sequence of varied daily activities. Provisions for periodic reviews and spelling record graphs. Paper.

MUSIC

17. Foresman — Songs and Pictures. American. A Child's Book, 98; First Book, 124; Second Book, 140; Third Book, 160. Series designed to develop musical feeling. Songs selected from classical and folk sources. Illustrated.
18. Graham—Essential Songs. American, 269. Original verses by various teachers set to original or folk-tune airs. Illustrated in color.
19. Stevens—Tone and Rhythm Series. Book II, Climbing in Music-Land (1936), 138; Book III, La in Music-Land, 154. Series comprises course in musical appreciation and simple composition. Sacred and secular selections. Catholic. Illustrated. Teachers' manual.
20. Wheeler, Deucher—Sebastian Bach, the Boy from Thuringia. Dutton, 126. The life story of Bach, with selections of his music. Profusely illustrated. For middle grades.

READING

21. Aitchison, Uttley — Across Seven Seas to Seven Continents. Bobbs-Merrill, 316. For third and fourth grade children. Introduces children to relation between man and his natural surroundings. Illustrated.
22. Barton, Thomas—Trixie, Stories of the Circus. Dutton, 183. Adventures of an orangoutan who lived with the people of a circus. Middle grades. Illustrated.
23. Bates—Betsy Ross. McGraw-Hill. 1936. 127. A story following the major historical incidents, but with

- dialogue, description, and incident added. Suitable for upper grades or junior high school. Illustrated.
24. Blyton—The Famous Jimmy. Dutton, 58. The story of the rascally, lovable duckling who does not conform. Many drawings in color. Grades two and three.
 25. Brindl, ed.—Mrs. Wiggs of the Cabbage Patch (Rice). Appleton-Century, xiv + 171. For upper grades. Introductory sections and appendix containing suggestions for study.
 26. Brownell, Ireland, Siegl—Health and Safety Series. Rand-McNally. Friendly Living, vi + 186; Happy Living, vi + 202. Health and safety themes in readers for middle grades. Illustrated in colors. Exercises and supplementary "hard word dictionary."
 27. Carpenter—Our Little Friends of China, Ah Hu and Ying Hwa. American, 232. The home life of Chinese children. Illustrated in color.
 28. Carter, ed. — Daddy - Long - Legs (Webster). Appleton-Century, xxiv + 320. For junior high grades. Introductory sections and supplementary notes and exercises.
 29. Chance — Princess Elizabeth and Her Dogs. Dutton, 55. Twenty-six full-page photographs of British Royal Family and their dogs, with written comments.
 30. Christ—Boots, The Firemen's Dog. American (1936), 56. Story of work of firemen for primary children. Illustrated.
 31. Dixon (ed.)—Fairy Tales from the Arabian Nights. Dutton, xiv + 333. Reissue of British work for middle and upper grades. Illustrated.
 32. Eliot—The Traveling Coat. Dutton, 40. Hair from a Hungarian goat, Betje, is made into a coat which travels to Germany, Holland, England, and the U. S. A. Illustrated in color.
 33. Evans—The Story of Florence Nightingale. Nelson, 88. Biography for children. Illustrated in color.
 34. Fox—Lily of Willowreed. American, iii + 86. The story of a calf develops into the story of milk. Middle grades. Illustrated.
 35. Gates, Baker, Peardon—The Storybook of Nick and Dick. Macmillan, ix + 246. A second reader in the "Good Companion" Series. Vocabulary of 502 words. Nick and Dick are twins. Questions follow sections. Illustrated in color.
 36. Gehres — Everyday Life Readers. Winston. Book One (1936), 154. Photographs from life with accompanying text describe everyday life of beginning school child.
 37. Grady, Klapper, Gifford—My Airplane Book. Scribners, 48. Subject matter follows children's interests. Illustrated in color. Paper.
 38. Hamer, Hamer—Farm Babies Series. McKnight, McKnight. Our Farm Babies (1934), 133; Other Farm Babies (1934), 136. Real life photographs and actual child experiences of farm life. "Can You Answer" exercises. Grades 2-3.
 39. Hawthorne—A Wonder Book and Tanglewood Tales. Dutton, x + 372. British edition for middle and upper grades. Illustrated.
 40. Harrington—Nah-le Kah-de. Dutton, 96. Title means "He Herds Sheep." The story of a Navajo boy. Illustrated. Middle grades.
 41. Harris, Harris—It Happened in Australia. McKnight, McKnight (1936), 173. Imaginary adventures of two American children in Australia. Many photographs. For middle grades.
 42. Harris, Harris—It Happened in South Africa (1936). McKnight, 191. Imaginary travels of two American children. Illustrated.
 43. Hogan — Nicodemus and Petunia. Dutton, 50. Two colored children find a magic stone. Illustrated in color.
 44. Hogan—Twin Kids. Dutton, 46. More adventures of Petunia. Illustrated. Primary.
 45. Jamison—Red Fox Rhymes. Dutton, 89. Rhymes for younger children — somewhat like "Mother Goose." Illustrated.

46. Jessup, Simpson—Indian Tales from Guatemala. Scribners, viii + 136. Folk tales of animal life. For grades three and four. Illustrated.
47. Knight—Humphrey the Pig. Dutton, 45. Humphrey wanted to be some other animal—until he had adventures. Primary. Profusely illustrated.
48. Lyman, Moore, Hill, Young—Treasury of Life and Literature. Scribners. Vol. I, xviii + 496; Vol. II, xviii + 544. Various themes of happy and successful living. Developed by selections of worth-while literature. Oral, written, and manual activities suggested. Illustrated.
49. McMurray—A Hoosier Schoolboy on Hudson Bay (1936). Little, Brown, xii + 122. Written by a juvenile author. Illustrated. For middle grades.
50. Meigs—Young Americans (1936). Ginn, viii + 348. Fictional tales of and for young people. Narratives stress living conditions and problems in other periods. Illustrated.
51. Melbo—Our America. Bobbs-Merrill, vii + 403. Issued in two forms—the "Reader Edition" and the "Textbook Edition." Former has exercises in back of book; latter scattered through text. Middle grades. Illustrated. Biographies of Americans.
52. Merton, McCall—The Merton McCall Readers. Bob and Jane, A Pupil-Activity Primer, 72; At Work and Play, A Pupil-Activity Reader, 108. Laidlaw. Simple reading and study sections. Fifty-eight words in primer; 180 words in reader. Illustrated in color. Paper.
53. Mertz—Washington to Lindbergh. Hall, McCreary, 128. Historical human interest stories with tests for all stories as appendix. Paper.
54. Moderav, Sandrus, Noyes, Mitchell (eds.)—Six Great Stories. Scott, Foresman, 520. Famous stories for retarded adolescents. Upper grade social interests and intermediate grade reading difficulty. Illustrated.
55. Oman—Robin Hood. Dutton, xiii + 217. Story of "the prince of outlaws" for middle and upper grades. Made in Britain. Illustrated.
56. Parker—The Strange Adventures of Myrtle the Turtle. Dutton, 44. Doggerel description for middle grades. Many drawings.
57. Petersham, Petersham—The Petersham Series. Winston. The Storybook of Corn, 32; The Storybook of Rice, 32; The Storybook of Sugar, 32; The Storybook of Wheat, 32. These four books tell in simple form the story of foods from the field. Illustrated in color.
58. Pogue—The Big Top. Sanborn, viii + 125. Menagerie stories. For primary grades. Illustrated.
59. Rhode, Coon—Cha-Ki-Shi (1936). Scribners, xv + 191. Story of Fox Indians in Iowa. "Things to Do," "Things You Might Do," and "Things to Talk About" after each chapter. Third and fourth grades. Illustrated.
60. Robinson — Chee-Chee's Brother. Dutton, 43. The story of two ducks. Lower grades. Illustrated.
61. Smith — Saturday at the Park (1935). McKnight, 47. For beginning readers. 241 words. Half-page photographs with text.
62. Power (ed.)—From Umar's Pack. Dutton, 123. Folk tales adapted for older children. Illustrated.
63. Saulsbury, Hitch — Mr. Doomer. Dutton, 36. The whimsical adventures of Mr. Doomer. Illustrated. Ages 4-8. Manuscript print.
64. Seeds — Childhood Expressions. Stewart, 80. Twenty-five full-page photographs with poems by children, ages 3-12 illustrating. Pages for creative efforts.
65. Smith—A Visit to Grandmother (1936). McKnight, McKnight, 47. Half-page photographs from life, with text accompanying. First grade.
66. Whittemore—Asia, the Great Continent. Bobbs-Merrill, 420. A geographic reader. Exercises, tests, and suggested readings. Illustrated.
67. Wilson, Wilson, Erb—"Our Ways of Living" Series. American, (1) Ways of Living in Many Lands, x + 305; (2) Where Our Ways of

Living Came From, xii + 474; (3) Living in the Age of Machines, xii + 586; (4) Richer Ways of Living, xii + 666. Four-year series of supplementary readers for social studies. (Grades 3-6). Unit organization. Supplements regular social studies texts. Many and varied activities suggested. Illustrated in color.

68. Wilson—The Story of Cortes. Nelson, 102. Short biography of conqueror of Mexico. Illustrated in color.
69. Wilson—Mr. Pumps, the Popsicle Man. Dutton, 40. Adventures, illustrated in color, of Mr. Pumps. Primary.
70. The Sisters of Mercy, Baltimore—Misericordia Readers (1936). Rand McNally. Pre-Primer (paper), 30; Primer, 135; First Reader, 144; Second Reader, 246. Catholic readers based upon child interests and sacred themes. Illustrated in color. Word lists supplements in each book. Workbooks accompanying. See also 2, 7, 20.

SOCIAL STUDIES: GEOGRAPHY

71. Aitchison, Uttley—North America by Plane and Train. Bobbs-Merrill, viii + 404. Descriptions of intensive studies of restrictive areas. Not a political geography. "Checks" (objective tests) and "investigations" follow each chapter. Illustrated.
72. Casner, Peattie—Exploring Geography. Harcourt, Brace, x + 481. Text matter organized around nine fundamental geographic ideas. Emphasis on relationships. Teaching devices. Illustrated. Charts and maps. Appendix describes model making.
73. McConnell—Living in Country and City. Rand McNally, vi + 208. Introduction to study of geography. Third grade vocabulary. Stories of two children and their friends. Illustrated. See also 66.

SOCIAL STUDIES: HISTORY

74. Freeland, Walker, Williams—America's Building. Scribners, xx + 425. "The Makers of Our Flag." Biographical and unit organization. Illustrated. Problems and activities.

75. McGuire—A Brave Young Land. Macmillan, viii + 392. From discovery of America to Revolution. Middle grades. Profusely illustrated. Tests, activities, and reading references.

76. McGuire—Glimpses into the Long Ago. Macmillan, viii + 333. Background history for lower elementary pupils. From beginning of history to Renaissance. Tests and exercises follow each chapter. Profusely illustrated.

77. Sherwood—Makers of the New World (1936), Rev. Bobbs-Merrill, vi + 301. Biographies of twenty-three outstanding early Americans. Illustrated. Exercises.

78. Sherwood—Our Country's Beginnings (Rev.). Bobbs-Merrill, 346. Backgrounds to American history and colonial American history. Exercises. Illustrated.

79. Wasson—The Constitution of the United States (1936). Bobbs-Merrill, 135. Designed to meet the needs of required courses in the common schools. The constitution by paragraphs, with comments. See also 51, 68.

SOCIAL STUDIES: MISCELLANEOUS

80. Bruner, Smith — Social Studies. Merrill. Intermediate grades. Book II, viii + 472. Units on The Growth of the City, Feeding the Millions, and The Story of Clothing. Illustrated.
81. Nelson, Cottrell — Safety Through the Year. McGraw-Hill, 95. Text-workbook for intermediate grades. Many activities and exercises. Illustrated. Paper.
82. Rugg, Krueger—(1) Man at Work: His Industries, vi + 529, for Grade 5; (2) Man at Work: His Arts and Crafts, vi + 567. Ginn. Sixth and seventh books of Rugg series for elementary schools. Workbooks. Illustrated. See also 67.

SECONDARY TEXTBOOKS

BUSINESS EDUCATION: SALESMANSHIP AND MERCHANDISING

83. Rowse, Fish—Fundamentals of Advertising (Third Ed.). South-Western, xii + 404. General introduction—also mechanics, mediums,

and procedures. Class problems and individual projects. Illustrated.

84. Walters—Fundamentals of Selling (Third Ed.). South-Western, 488. Previous editions were called "Fundamentals of Salesmanship." Workbook accompanies text. Teachers' Manual. Illustrated.

BUSINESS EDUCATION: SHORTHAND

85. Baten, Weaver, Kelley—The Law Stenographer. Gregg, v + 304. A study-practice manual and assignment and dictation material selected from the literature of law. Illustrated.
86. Hobson—Stenographer's Transcription Reference. Gregg, vi + 106. Primarily for students who have finished shorthand theory and just starting transcription.
87. Larsen, Freitag, Koebele—Stenographer's Reference Manual. South-Western, 80. Guide and handbook for transcription and placement of letters. Photographic examples. Paper.
88. Leslie—Functional Method Dictation (1936). Gregg, vi + 442. An all-shorthand book providing materials for reading, classwork, and homework preparation.

BUSINESS EDUCATION: TYPEWRITING

89. Lessenberry, Jevon—20th Century Typewriting (Third Ed.). South-Western, x + 318. Introductory course. Instructions and exercises. Teachers' Manual. Pins and certificates furnished for teachers. Illustrated.
90. Merrick, Bown, Dvorak—My Typewriter and I. American, xiii + 363. For junior high school. Introductory course. Personal rather than commercial content in exercises. Instructions in simple language. Illustrated.
91. Sorelle, Smith, Foster, Blanchard—Gregg Typing (Second Ed., Complete Course). Gregg, x + 304. Stresses thorough training in basic typing skills before applying to business papers. Profusely illustrated.

BUSINESS EDUCATION: MISCELLANEOUS

92. Abrams—Business Behavior. South-Western, 304. Program of activities in which students are encouraged to

develop personal-relationship habits which are desirable in business situations. Illustrated.

93. Filfus, Kasden—Progressive Business Law. Gregg, vi + 345. Planned more for "mental and spiritual values" than to stress "utilitarian value." Glossary.
94. Goodfellow—Crank-Driven Calculator Course. South-Western, 88. Twenty-five exercise assignments bound in paper. Five additional assignments provided separately as tests.
95. Goodfellow, Scholl, Stern—Key-Driven Calculator Course. South-Western, 182. Text-workbook organized into sixty "assignments," six of which are tests. Illustrated. Paper.
96. Harris—Business Offices. Gregg, x + 265. A study of "opportunities and methods of operation." Illustrated.
97. Kirk, Odell—Bookkeeping for Immediate Use. Winston, xiv + 514. Advanced course. Summary and laboratory problems follow each chapter. Workbooks. Teachers' Manual and Key. Objective tests. Illustrated. Workbooks accompanying.
98. Lenert, McNamara—Bookkeeping and Accounting, Part II—Accounting. Gregg, vi + 275. Elementary principles of practical accounting. Qualifies student to be junior accountant.
99. Loso, Hamilton, Agnew—Secretarial Office Practice. South-Western, viii + 550. Second edition—formerly "Fundamentals of Office Practice." Particular reference to course requirements for state of New York. Illustrated.
100. Odell, Clark, Miller, Paulson, Travis, Twiss—(1) How Modern Business Serves Us, viii + 471. Tells how business serves the individual and society. (2) Business, Its Organization and Operation. Ginn, viii + 524. Describes the organization and function of modern business. Illustrated. Questions and

topics for discussion. Workbooks accompany.

ENGLISH : COMPOSITION AND GRAMMAR

101. Broening, Flagg, Fleagle, Howard, Litz, Moog—English as You Like It, Tenth Year. Harpers, xv + 250. Practice and understanding in units designed to capitalize student interests. Illustrated.
102. Cushwa, Cunningham — Ways of Thinking and Writing. Scribners, xiii + 504 + 37. An anthology of essays and a "guide to sound thinking." Exercises and topics for themes and discussions. Concise Handbook of Composition as appendix.
103. Hatfield, Lewis, Thomas, Woody—Junior English Activities Series. American, Book I, xvi + 396; Book II, xvi + 431; Book III (Hatfield, Lewis, Besig, Borchers), xvi + 447. Series for junior high school, based on "English Activities — Higher Grades" (1936). Designed for an "experience curriculum." Illustrated.
104. Hays—From Trail to Highway. Rand McNally, xxiv + 760. "A text in basic English as read, spoken and written, emphasizing a reading-study procedure through sentence, paragraph, and section; correlating functional grammar, punctuation, usage, notes, outlines, and précis." Illustrated.
105. Ross—Business English (Fourth Ed.). South-Western, 397. Word Study, Sentence Study, and Business Communications. Many exercises. Illustrated.
106. Salisbury, Leonard—Making Sense. Scott, Foresman, viii + 260. A work-textbook for ninth grade designed to increase language power. Grammar taught "psychologically" and "constructively." Paper.
107. Smith—Learning to Write. Little, Brown, xvi + 544. For two years' work in senior high school. Principles, examples, and exercises.

ENGLISH : DRAMA

108. Bullard, Ed.—One-act Plays for Junior High School. Holt, xii + 260. Twelve plays, with provisions

for study, discussion, and production as "notes." Illustrated.

109. Carter, Ogden—The Play Book. Harcourt, Brace, xiv + 511. Stage technique; nine plays; suggestions for creative use of plays and playing. Illustrated.
110. Hooker—Rostand's *Cyrano de Bergerac*. Holt, xxvi + 293. School Edition, revised, of translation. Introduction and supplementary notes.
111. Le May (Ed.)—On with the Show. Appleton-Century, viii + 294. One-act plays selected with a view to teaching oral reading. Helps. Illustrated.
112. Thomas (Ed.)—Plays and the Theater. Little, Brown, 729. Selected plays from many countries and periods. Chapter on "Technique and Forms of Drama." Illustrated.
113. White, Tobitt—Dramatized Ballads. Dutton, 192. Music, verses, and directions for presenting twenty dramatized folk ballads. Illustrated.

ENGLISH : LITERATURE

114. Chamberlain (Ed.)—Beacon Lights of Literature, Grade Eight. Iroquois, xviii + 749. Organized around centers of interest with teacher's guide for presenting according to Recommendations of the National Council of Teachers of English. Questions, exercises, and other aids. Illustrated.
115. Ellis—The Literature of England. Little, Brown, xv + 478. Introduction to great English personalities and great books. Chronological organization. Bibliography and reading guide for teachers. Illustrated. For upper grades of senior high.
116. Rich—A Study of the Types of Literature (Rev. Ed.). Appleton-Century, xxx + 580. Selections and discussions of all types of world literature. Appendices. Illustrated.
117. Seely, Roling (Eds.)—Recent Stories for Enjoyment. Silver, Burdett, xiv + 360 + xl. Contemporary short stories selected on basis of reported enjoyment by junior and senior high school pupils. Suggestions for discussion.

ENGLISH: LITERARY COLLECTIONS AND CLASSICS

118. Cohen, Young (Eds.)—Four Shakespearean Plays. Lippincott, xii + 516. *Midsummer Night's Dream*, *As You Like It*, *Julius Caesar*, *Macbeth*. Various notes and activities, including pictorial presentation of The Staging of Shakespeare's plays.
119. Cooper, Fallon (Eds.) — *Essays Then and Now*. Ginn, xii + 402. Designed to awaken interest for further reading and creative writing. Increasing difficulty in selections. Illustrated.
120. Herzberg (Ed.)—*The Merchant of Venice* (Shakespeare). Holt, vi + 300. Introduction, notes, materials for discussion. Illustrated.
121. McFarland (Ed.)—*Notable Short Stories*. Macmillan, xvi + 423. Well-known short stories with short biographies of their authors.
122. Persky (Ed.)—*Adventures in Sport*. Ginn, viii + 327. Stories and essays on sport by outstanding authors and authorities. Exercises. Illustrated.
123. Ross — *Adventures in Literature* (Rev.). Harcourt, Brace, Book I, xii + 528; Book II, xv + 656. For seventh and eighth grades. Storehouses of standard literature. Illustrated.
124. Scott—Ivanhoe (Ed. by Waldo). Harcourt, Brace, 1936, xii + 227. An abridged edition, with introduction material on Scott and his writings. Also study questions and topics.
125. Ward (Ed.)—*Essays of Our Day* (Rev.). Appleton-Century, xiv + 460. Essays are presented as "appetizers" and to encourage self-expression through writing.
126. Weeks, Lyman, Hill (Eds.)—*English Literature*, xxix + 1126. *Blankenship*, Lyman, Hill (Eds.). *American Literature*, xxv + 1113. *Scribners*. Socially significant literature of Britain and the United States. Introductory discussions of period sections. Biographical notes. Illustrated. See also 23, 62, 97.

ENGLISH: READING

127. Cottler, Jaffe—*Map Makers*. 1936.

Little, Brown, viii + 310. Biographies of leaders in "Outlining the World," "Filling in the Map," and "Finding New Worlds." Pupil activities and general projects in supplement. Illustrated.

128. Finch, Parker (Eds.)—*Roads to Travel*. Harper, xiv + 280. Selections on travel by famous writers. Suggestions, questions, and explanatory descriptions accompanying.
129. Herzberg, Mones — *Americans in Action*. Appleton-Century, xiv + 303. Biographies of famous modern Americans. For secondary pupils below average in reading skill. Illustrated. Questions and exercises.
130. Knight, Traxler—*Read and Comprehend*. Little, Brown, ix + 233. Developmental reading for high school students. May be used for remedial work. Emphasis on reading skills, rather than materials to be read.
131. Lyman, Moore, Hill, Young—*Treasury of Life and Literature*. Scribners. Vol. III, xviii + 608; Vol. IV, xvi + 640.
132. Mack, McCall, Almack—*Roads to Reading*. Harcourt, Brace, vi + 89. Forty-four lessons. Fourth to seventh-grade reading difficulty. Ninth-grade interest level. Illustrated.
133. Persing, Leary (Eds.)—*Champions*. Harcourt, Brace, x + 388. Biographies of twenty-four outstanding moderns. Ninth-grade reading difficulty; Eleventh-grade interest. Illustrated. See also 48, 106.

ENGLISH: SPEECH

134. Craig—*The Speech Arts* (Rev. Ed.). Macmillan, xv + 572. Textbook for oral English. From fundamentals to application for platform usage. Appendices. Illustrated.
135. Gough, Rosseau, Cramer, Reeves—*Effective Speech*. Harper, xiv + 654. Enlarged edition of book previously issued. Deals with all types of oral English. Many exercises. Illustrated.
136. Weaver, Borchers, Woolbert—*The New Better Speech*. Harcourt, Brace, xii + 548. Text, readings, and activities. Correlated with 1936 course of study prepared by the

National Association of Teachers of Speech. Illustrated.

ENGLISH: SPELLING

137. Buckley, White—Activity Speller. American, Grade VII, 74; Grade VIII, 74. Brief study; test; intensive-study technique. "Basal List" of 3,492 words and "Honor List" of 2,754 words. Illustrated.
138. Wickey, Lambader—Goals in Spelling. Webster, Grade VII, 112; Grade VIII, 96. Text-workbooks having goals of "pronunciation, spelling, meaning, and use." Periodic reviews and spelling record graphs. Paper.

FOREIGN LANGUAGE: FRENCH

139. de Brodes—De L'Esprit. Oxford, x + 207. Conversational French. Short selections. Some musical materials. Illustrated.
140. Fish, Snow — French Commercial Correspondence and Readings. Gregg, viii + 257. French terms used in commerce presented in lessons calling for written exercises. Vocabulary and sections to be used for reading and dictation.
141. Lebert, Schwarz, Ernst—Visages de la France. American, viii + 488. Reading material of ascending difficulty for second or third-year students of French. Footnotes; questionnaire. Illustrated.
142. Tharp — Nons Autres Américains. Harper, xii + 220. First book in reading. Many illustrative drawings accompany text. Scene in America. Study Manual and Exercise Sheets, also Comprehension Tests accompany.

FOREIGN LANGUAGE: GENERAL LANGUAGE

143. Bugbee, Clark, Parsons, Swett—General Language. Sanborn, xvi + 509. An introductory course; Sections on language in general, Latin, French, Spanish, German, Work Study, and (appendix) Italian. Illustrated.

FOREIGN LANGUAGE: GERMAN

144. Eltzner, Radenhausen — Aus Der Deutschen Geschichte. The development of the German people through various characters and episodes. For intermediate German

classes. Exercises. Vocabulary. Illustrated.

145. Ernst (Betz, Ed.)—Das Spitzhaus in Litauen. American, xi + 187. Modern mystery tales by the widow of Paul Ernst.
146. Oxford — Rapid Reading German Texts, Series B. Oxford, Malkowsky, Peter Krafft Der Segelflieger (1936), 63; Matheus, Krümel als Detektiv (1936), 64; May, Der Pfahlmann (1936), 62; Italiaander, Gebrüder Lenz auf Tippelfahrt, 64. These books have basic vocabulary of 1,000 words; questions; vocabulary.

FOREIGN LANGUAGE: LATIN

147. Scott, Sanford, Gummere — Latin, Book Two. Scott, Foresman, 480. Sequel to Latin Book One by authors. Emphasizes social values of Latin. Latin readings, English essays, exercises, grammar. Illustrated.

GUIDANCE

148. Allen, Briggs — Behave Yourself! Lippincott, 163. Etiquette for secondary schoolboys and girls, including modern themes, such as business and driving. Illustrated.
149. Edmonson, Dondineau — Vocations Through Problems. Macmillan, 1936, ix + 233. Primarily directed to the problems of the misfit who has drifted or been forced into a job for which he is unfitted either by training or aptitude. Teaching aids. Illustrated.
150. Kitson—I Find My Vocation (Rev. Ed.). McGraw-Hill, xvi + 227. Vocational study for high school students. Many references. Exercises.
151. Kornhauser—How to Study (Rev.). Chicago, vii + 55. Hints to college freshmen (applicable to senior high students) on technique of study. Paper.
152. Prosser, Palmer, Anderson — Life Adjustment Series. McKnight. (1) Prosser, Palmer, Selecting an Occupation (1936), 157; (2) Prosser, Anderson, Getting a Job (1936), 51; (3) Prosser, Anderson, Keeping Physically Fit (1936), 84; (4) Prosser, Anderson, A Health Pro-

- gram (1936), 94; Prosser, *Taking a Look at Yourself*, 64. Series of "Information Books," paper, accompanied by "practice books," paper; Teacher's Manual.
153. Simley—High School and You. Stewart, xxii + 328. Orientation for the student entering or beginning high school.
 154. Stephenson, Millett — *As Others Like You* (1936). McKnight, 40. Etiquette for senior high school. Paper. Illustrated.
- HEALTH AND PHYSICAL EDUCATION
155. Harkness, Fort—*Youth Studies*. Alcohol. Sanborn, xii + 123. For junior high grades. Suggestions to teachers and simple experiments. Conversational style on juvenile level. Illustrated.
- HOMEMAKING
156. Dowd, Dent—*Elements of Food and Nutrition*. Wiley, xiii + 279. Approach is from health needs of the individual. For senior high or ninth grade. Exercises and questions. Illustrated.
- ENGLISH: LITERARY COLLECTIONS AND CLASSICS
157. Ryan—*Your Clothes and Personality*. Appleton-Century, xiv + 389. Approach is intended to interest "the young girl who suddenly becomes clothes-conscious." Fashion portfolio of photographs as appendix. Suggested class activities. Illustrated.
- INDUSTRIAL ARTS
158. Cugle—*Cugle's Examination Guide for Lifeboat Men and Seamen*. Dutton, 188. Requirements and qualifications for able-bodied seamen or certificated lifeboat men. Illustrated.
 159. Dooley—*Science Training for Metal and Wood Trades*. Ronald, xxiv + 551. General principles of science applicable to all industries. Special treatments of metal and woodworking trades. Illustrated.
 160. Fryklund, LaBerge—*General Shop Woodworking* (1936). McKnight, 127. Junior high school course containing forty-three units on what pupils should be able to *do* and twenty-eight on what they should *know*. Illustrated. Paper.
 161. Dragoo, Dragoo — *General Shop Metal Work* (1936). McKnight, 69. Bench metal, Sheet metal, Ornamental, and Art metal projects and instruction. Illustrated. Paper.
 162. Hebbinger, Nicholas—*Blueprint and Reading for the Building and Machine Trades*. McGraw-Hill, xii + 116. Presents blueprint reading to the apprentice, the mechanic, or the trade high school student and introduces mechanical drawing to advanced pupils. Many drawings.
- MATHEMATICS: ALGEBRA
163. Bartoo, Osborn—*First-Year Algebra*. Webster, 252. A text-workbook. Contains starred and double-starred materials for pupils of varied abilities. Illustrated.
 164. Betz—*Algebra for Today*. Ginn, xii + 565. Book organized on "three-track" plan for pupils of varied abilities. Illustrated.
 165. Brueckner, Farnam, Woolsey—*Algebra for Use*. Winston, xiv + 456 (1936). Book three of *Mathematics for Junior High School* series. Introduction to Algebra. Cardboard protractor. Illustrated.
 166. Milne, Downey—*Activities in Algebra*. American, 542. Follows recommendations of Report of the National Committee on Mathematical Requirements as to exclusion and inclusion of subject matter.
- MATHEMATICS: ARITHMETIC AND JUNIOR MATHEMATICS
167. Dunn, Allen, Goldthwaite, Potter—*Useful Mathematics*. Ginn, x + 422. Arithmetic, Algebra, and *Intuitive Geometry* for ninth-grade pupils who have found mathematics dull and difficult. Cardboard protractor. Illustrated.
 168. Georges, Anderson, Morton—*Mathematics Through Experience*. Silver Burdett. Book I, vi + 378 + 23; Book II, vi + 394 + 27. The "mathematics of relationships" presented in "true psychological units." Each unit contains summary, reviews, and test. Illustrated. Answer books bound in.
 169. Lasley, Mudd—*The New Applied Mathematics* (Rev. Ed.). Prentice-Hall, xxiv + 544. Emphasizes

"why" as well as "how" of arithmetic in practical situations and geometry and algebra for everyday use. For ninth grade. Illustrated.

170. Ruch, Knight, Studebaker—*Mathematics and Life*, Book I. Scott, Foresman, 480. Also issued as "Study Arithmetics, Grade Seven," as part of author's "Study Arithmetics" series for middle grades. Profusely illustrated.

MATHEMATICS: MISCELLANEOUS

171. McCormack—*Mathematics for Modern Life*. Appleton-Century, xvi + 448. For ninth grade. Inclusive course. No arithmetic. Aims for student interests and to give contact with everyday mathematical problems. Illustrated.
172. Mills, Atkin, Flagg—*Plane Trigonometry*. Scott, Foresman, xii + 170. Simple. Middle-of-the-road treatment. Geometric approach. Tables.
173. Schorling, Clark—*Mathematics in Life*. World, x + 437. For high-school pupils who have not been successful in early mathematical experiences. A final effort to present basic mathematical concepts and skills. Illustrated.
174. Stone, Mallory—*New Plane Geometry*. Sanborn, xiv + 474. Demonstrative geometry—flexible arrangement. Appendix contains review of algebra. Cardboard protractor. Illustrated.

MUSIC

175. Foresman — *Songs and Pictures*. American. Book V, 256; Book VI, 304. Continuation of elementary series for junior high school. Paintings reproduced in colors.

NATURAL SCIENCE

176. Bush, Ptacek, Kovats—*Senior Science, Socialized for the High School*. American, viii + 835. Intended for Senior High students who are completing their formal education with their graduation from high school. Illustrated.
177. Corwin, Peterson, Corwin — *Junior High School Science*. Harr Wagner, xvii + 512. Revised and enlarged edition. Forty-two "units" of varied science themes. Theme of

each chapter introduced by questions. Illustrated.

178. Kruh, Carleton, Carpenter — *Modern-Life Chemistry*. Lippincott, xxv + 734. Basic high school chemistry with applications to practical world. Unit-problem organization. Drill exercises. Illustrated.
179. Wilson — *Descriptive Physics* (1936). Holt, x + 231. A one-term course in practical physics implemented by textbook plus demonstrations minus laboratory. Illustrated. Many diagrams. See also 153.

SOCIAL STUDIES: CIVICS

180. Keohane, Keohane, McGoldrick — *Government in Action*. Harcourt, Brace, xvi + 845. Aims to impart "a sense of what government is and what its processes are." For upper class senior high. Suggested student activities. Illustrated.
181. Ratcliffe—*Our Government in California* (1925). Laidlaw, 64. State supplement for Smith, Davis, and McClure—*Our Government*.
182. Smith, Davis, McClure—*Our Government* (Rev.) (1936). Laidlaw, 400. Government from standpoint of the "social contract." Supplementary materials in "compendium of civic information." Illustrated.

SOCIAL STUDIES: HISTORY

183. Beard, Beard — *The Making of American Civilization*. Macmillan, xvi + 932 + xliii. From early beginnings to present problems. Aids to Topical Study, Topics for Discussion, Research Topics, and References for each chapter. Illustrated. Maps.
184. Beard, Robinson, Smith—*Our Own Age*. Ginn, xiv + 852. Revision of "History of Europe II—Our Own Times." From Louis XIV to present. Questions, exercises. Preliminary statement for each chapter. Illustrated.
185. Elson—*History of the United States of America* (Rev. and Enlarged Ed.). Macmillan, xxvi + 1028 + lxvi. Designed "for the general reader" as well as the special student." Similar to previous edition. Maps, some in color.

186. Harlow—Story of America. Holt, xiv + 812 + xliii. History of economic, social, and cultural activities of American people for upper secondary students. Questions for each chapter, exercises and activities for each unit. Illustrated. Declaration of Independence and U. S. Constitution in appendix.
 187. Heckel, Sigman—On the Road to Civilization. Winston, xvi + 863. World history divided into two periods: Civilization "in the making" and "in modern times." "Parts" divided into "units," which are divided into "chapters." Review questions for chapters; suggested activities for units. Illustrated.
 188. Robinson, Breasted, Smith—Earlier Ages. Ginn, xx + 896. World history to American Revolution. Unit organization. Treats all phases of man's development. Illustrated. Exercises.
 189. Rugg—America's March Toward Democracy (Rev.). Ginn, xii + 515. History of American Life, Political and Social. Vol. IV of Rugg Junior High School Course. Illustrated.
 190. Rugg—The Conquest of America (Rev.). Ginn, xii + 563. History of American civilization: economic and social. Workbook accompanying. Third volume in Rugg series for secondary schools. Illustrated.
 191. Southworth, Southworth—American History (1936). Iroquois, xii + 502. For upper grammar grades; topical presentation. Illustrated. See also 74, 79.
- SOCIAL STUDIES: MISCELLANEOUS
192. Beach, Walker—Social Problems and Social Welfare. Scribners, xiv + 431. Unifying theme is social change. Elementary sociology. Illustrated. Exercises. Topics.
 193. Casner, Peattie—Exploring Geography. Harcourt, Brace, x + 483. Geographical principles for seventh and eighth grades. Unit organization. Exercises, references, maps, illustrations.
 194. Michels—Economics, Basic Principles, and Problems. Gregg, viii + 614. Emphasizes economic problems and their possible solutions. Upper secondary grades. Questions and references. Illustrated.
 195. Quinn—The Social World. Lippincott, xxii + 557. Basal text for high school sociology. Study Helps in appendix. Illustrated.
 196. Smith—Men and Resources. Harcourt, Brace, xiv + 729. Study of North America and its place in world geography. Stresses relationships. Exercises follow each chapter. Copious index. Illustrated. Charts. Large map of North America in colors accompanies book.
 197. Whitbeck, Durand, Whitaker—The Working World, an Economic Geography. American, xii + 704. Designed to direct attention of students both to regions and to commodities. Illustrated. See also 122.



SHORT ARTICLES

CURRICULUM REVISION AS IN-SERVICE TRAINING IN BALTIMORE

By NANNETTE S. LEVIN
Baltimore Public Schools

A large committee has been at work upon a comprehensive project of curriculum revision planned to extend over a period of several years in the Baltimore (Maryland) Public Schools. The members, numbering over one hundred, were drawn from every rank of the system and included teachers, vice-principals, principals, supervisors, department heads, and directors. As early as the spring of 1935, plans for the work were presented. It was pointed out that curricula and courses of study throughout the entire school system are changing things—not static—and that as the world is an ever changing one, so must curricula and courses of study change to meet these conditions. All of the members were urged to read, not so much literature dealing with trends in the field of education, as that dealing with world problems. A list of topics was presented to the committee members and, from the list, the eight considered most important for immediate study were selected. These included social, economic, and political problems such as the function and scope of education in a democracy, the family in present day life, evolution in a democracy, the government in relation to social welfare, the effect of technological development upon society, the con-

servation of natural resources, international problems, and attitudes toward authority.

The large committee was divided into eight sub-committees, each of which was responsible for one of the eight topics. For two years the various sub-committees have been engaged in the gathering of factual materials relating to their problems and in studying the educational implications. Every member is extremely enthusiastic about the program and especially as to the broadening type of training resulting from reading in fields removed from his major interest in education. They all realize that this knowledge of the world about them will do much to make them better educators.

At the general meetings and in the meetings of the sub-committees an opportunity is provided for the presentation and exchange of ideas and points of view, and a fine means of self-improvement is afforded by the use of carefully prepared bibliographies. This work has brought about real coordination between the various parts of the system represented by the personnel, developing qualities of leadership in the selected chairmen and offering training of a high type. Moreover, from time to time experts on curriculum problems from leading universities are brought into conference with the committee. The training that members of the committee are thus securing is probably superior to many university courses in curriculum building.

In all divisions of the school system, old courses of study are constantly being revised and new ones constructed by committees of teachers, vice-principals, principals, and supervisors. In addition to the actual committee members the teachers in the so-called experimental centers where instructional materials are tried out, accepted, rejected, modified, or revised, make important contributions to this work, for all of the materials that are finally included in a course of study represent practical attainment in actual classrooms. As a matter of fact, every individual in the school system is encouraged to participate in course of study activities by contributing pertinent suggestions and criticisms. When a course of study has been put into tentative form, the services of an expert are secured, and those who have been engaged upon it meet with him to receive his advice and criticism. This experience itself constitutes a valuable form of professional training.

CURRICULUM IMPROVEMENT IN SALEM, OREGON

By M. J. ELLE

Curriculum Director, Salem, Oregon

After two years of study by the administrators and supervisors, the curriculum improvement program in Salem (Oregon) has been expanded this year to include all of the teachers in the system. Nine study groups, none of them containing more than twenty-two teachers, are now engaged in a study program that will continue

through this school year. The plan of operation of these groups is briefly as follows: Each group elected a chairman, to be responsible for the first series of three meetings, after which a new chairman will be selected. Meetings are to be held once every three weeks at a definitely scheduled time, each meeting to be spent in discussion of a question pertinent to curriculum improvement. Before discussion of a problem occurs, teachers are expected to do some reading concerning the problem to be discussed. After discussion on a particular question has been completed by each study group, three panels will be formed to discuss the problem before audiences consisting of some representatives of each study group. Members of the panels will be chosen so that all shades of opinions will be represented in the discussion.

From time to time the membership of each study group will be changed, so that during the year, for instance, any given elementary school teacher will have been in groups containing other elementary school teachers, some junior high school, and some senior high school teachers. This is planned in the hope that through such contact with members of other divisions of the system, teachers will come to realize they have many common problems on which they can work cooperatively, regardless of the grade or school in which they happen to be working.

In order to make the work of each group easier, the Curriculum Director will furnish each teacher with study bulletins, containing

suggested procedures and study questions and a bibliography of pertinent materials. There will be no attempt in any of the bulletins, however, to influence either by direct statement or by indirect suggestion the decisions of the groups. All sides of every question will be presented, together with references on each side, but the members of the study groups themselves must decide on their own positions concerning each problem involved.

Materials suggested as good sources for the particular question to be discussed may be obtained from the curriculum library which has been set up in the administration building and which is available for use by all members of the teaching staff in Salem. The local library is cooperating in the program by setting aside a reserve shelf containing curriculum materials; and the State Library (located in Salem) is cooperating also by making additional materials available as they are needed.

The study program for this year centers around such questions as: What is the responsibility of the Salem schools in the light of the present American socio-economic scene? What psychological principles and procedures shall underlie curriculum improvement in Salem? What educational principles in general shall we consider fundamental to our program of curriculum improvement? etc. It is understood that it will be the responsibility of the study groups to prepare a tentative statement of the principles which they consider to be basic to curriculum reorganization at the conclusion of their

study and discussions this year. These will be turned over to the Central Committee, whose responsibility it will be to build from them a statement of principles for the entire system, so that by the end of this year we shall be able to say, "These are the principles upon which any changes in the public school curriculum in Salem must be based."

CURRICULUM PRINCIPLES FOR MANHASSET SCHOOLS

The General Committee on Curriculum Construction of the Manhasset (New York) Public Schools has set up the following principles for the guidance of sub-committees which will work on various maturity levels and in various fields of experience.

Shall the present curriculum be revised or shall it be fundamentally rebuilt? Elementary school curriculum should be revised, the Junior High School curriculum should be built and the Senior High School curriculum should have certain phases revised while other phases should be rebuilt.

Shall the curriculum remain static or shall it be in a process of constant revision? A school curriculum should be in constant process of revision.

Shall a written curriculum act as a guide to learning or shall it be considered as a set of requirements? A written curriculum shall act as a guide to learning and shall embody a set minimum of requirements.

Shall the curriculum provide for

pupil planning or for teacher planning of the child's experience? The curriculum shall provide for teacher planning of the child's experiences, to include pupil planning where possible.

Shall the curriculum provide for integration of all subject matter or shall subject matter be taught in compartments? The curriculum shall provide for such integration within a subject matter field and between subject matter fields as will more clearly reveal life situations as they are. Compartmental treatment of subject matter shall be used only for acquiring skills and for such specialization as may be necessary.

Shall the curriculum provide for pupil activity and for acquiring of necessary knowledge? The curriculum should provide for pupil activity and for acquiring necessary knowledge.

Shall the curriculum emphasize individualism or cooperation? The curriculum should provide for the highest development of the individual in a cooperative society.

Shall the school through its curriculum attempt to build a new social order or shall it perpetuate the existing order? It shall evaluate the cultural heritage and transmit such factors of the cultural heritage as are pertinent to the problem of society. It shall also encourage a critical examination of the existing social order.

Shall the curriculum emphasize the present child interests or deferred adult needs? The curriculum shall be based on gradually

broadening child interests, which shall be appropriate to his maturity level and which shall be directed towards worthy goals.

Shall the curriculum aim to develop attitudes or to teach necessary skills? The curriculum should aim to develop desirable attitudes. Skills should be taught as they become necessary to the solution of life problems.

Shall the curriculum assume that all pupils are fundamentally alike or shall it consider individual differences? It must give equal consideration to fundamental pupil likenesses as well as fundamental individual differences.

Shall the curriculum aim to develop the intellect or the whole organism? The curriculum should aim to develop the whole child—physically, morally, mentally and emotionally.

Shall creative expression be considered as an outlet for individual interests or as a fundamental need in human development? Creative expression should be considered as a fundamental need in human development, and emphasized in the curriculum.

Shall the curriculum aim to help the child or aid the child to help himself? The curriculum should aim to help the child to help himself.

Shall learning give pleasure or shall it be regarded as a necessary evil? The curriculum shall endeavor to make learning provide such important satisfaction as to stimulate a desire for continuous growth.

EDUCATIONAL TRENDS IN
LATIN AMERICA

By ERNESTO GALARZA
Pan-American Union

During the past year a marked trend toward nationalism has characterized Latin American education. Many governments have become especially concerned with the rural population living on the territorial fringe, where it is felt that sentiments of patriotism and national loyalty should be particularly strong. The lack of schools in these frontier areas has led many educators to fear that large numbers of future citizens will come of age without having become strongly imbued with the culture and viewpoint of their fellow citizens. To counteract this possibility, special efforts have been made (Argentina, Mexico, Peru, Bolivia, Uruguay) to study educational problems in these areas and to set up schools equipped to meet them. In order that the schools may continue to insure national integrity, increasing stress has been laid on the study of local history, geography and politics as well as on civics and patriotism.

Secondary schools (Chile, Peru, Venezuela, Argentina) in particular have been thought lacking in a nationalist orientation, and too much concerned with the preparation of students for university and professional careers. Changes have been made in the curricula which look to the strengthening of the nationalist outlook as well as to the theoretical and practical training of students who will not continue beyond the secondary school. The great disparity which is usually evi-

dent between the enrolment in the elementary and secondary schools has been recognized as a major problem whose solution must await increases in the educational expenditures.

Rural education, as in the past, has shown the close relationship that exists between racial, cultural and economic problems, so far as the education of the masses is concerned (Bolivia, Colombia, Cuba, Uruguay, Ecuador). The rural school has been required to carry a heavy load of social welfare work, industrial training, adult education and technical progress. On the whole, it has been felt that the principal function of the rural school is to train boys and girls to make economical use of the raw materials at hand, to meet their own needs as consumers and to develop small, local industries to this end. Highways, which are slowly spreading in a huge network over the continent, have tended to favor large-scale production for the market as against local industries for home use and for barter. Basically, the problem consists in the unproductiveness of antiquated methods in farming, the consequent impoverishment of rural communities and the drabness of life for pupils and teachers in those areas.

The interest in modern educational methods, especially in the elementary grades, has become more intense. Several new magazines have been founded for the purpose of disseminating information concerning those methods and to stimulate research and interchange of ideas. Secondary and normal school curricula have been

reconstructed (Costa Rica, Mexico, Chile, Peru, Venezuela) with a view to lessening the traditional emphasis on memorizing, textbook instruction and passive learning. This movement, although stimulated by the writings of foreign experts, is characterized by caution in not attempting to apply foreign ideas without adaptation to local peculiarities and needs. On the whole, the introduction of the activity program on the elementary level, particularly, has been beneficial largely in the searching theoretical discussion of principles which it has provoked. It has also led to the establishment (Uruguay, Venezuela, Bolivia, Brazil) of experimental schools which in time will test the practicability of those theories. The increase of school expenditures which a progressive type of instruction implies has not materialized, leaving the introduction of progressive education a responsibility that falls largely on the classroom teacher.

The important bearing that problems of health, housing and nutrition have on the problems of teaching has been more and more recognized (Argentina, Costa Rica, Uruguay, Ecuador), giving rise to a series of studies on those problems. Such studies, particularly those on the medical services provided by the schools, are limited in scope but promising in their spirit and method. Physical education has been actively promoted, particularly in the Central American republics, Peru and Chile. The cooperation of parents and lay associations in the home and community adjustments of school children,

especially those of the poorer classes, has been stimulated by increased knowledge concerning those problems. Many *patronatos* and parent-teacher associations have been successful in the provision of free lunches, the distribution of clothing and the opening of summer camps.

The foundations for a more active interchange of students and teachers than any heretofore known in the Americas were laid by the peace conference held in Buenos Aires in December, 1936. According to a convention signed at that conference, every American republic, once ratification is secured, will grant every year two fellowships to graduate students or teachers from each of the other republics. Should all the countries ratify the treaty, there will eventually be, according to ideal conditions envisioned by this plan, more than 800 students and 400 professors actively engaged in research, teaching and lecturing throughout the American continents.

NEW EMPHASES IN BRITISH CURRICULUM

The new handbook of suggestions to teachers published by the English Board of Education represents the first revision in ten years. The point of view is suggested in the following excerpts.

"Looking back we must all realize today how much the world in which the modern child is growing up has changed. The general standard of life has improved, and life itself is being lived at a faster rate. The universality of motor transport, of broadcasting, and of the sound film

in the cinemas presents new features in the common life, while better housing, the increasing use of electrical and other mechanical devices, the probability of increased leisure and wider social contacts for all, with their opportunities for the enrichment of experience, make it necessary for those engaged in education to review their task afresh. It must be recognized that world distances have shrunk and that the peoples of today are nearer to each other and their lives more closely linked together than ever before. . . .

"Since this was written certain aspects of life have assumed a greater importance than they had earlier in the century. In the modern world, education must take account of leisure no less than work. . . . The citizens of tomorrow will be citizens of a more complex and more difficult world than that of yesterday. Social contacts are becoming more frequent and more varied, and children will need to

learn to mix with a greater variety of types of individual than their parents probably knew and to understand the point of view of people in other lands besides their own. They will need, moreover, to accommodate themselves to sudden changes of process and method in the occupations they are likely to take up, and even to be prepared to transfer themselves from one occupation to another and from one part of the country to another. The individual, therefore, must not only become more adaptable as a worker, but must also be in a position to select for himself some worthy and useful way of occupying his free time. Believing too, as in this country we do, in a system of democracy, we realize that the average citizen must be a man or woman of common sense and breadth of view and that the positions of high responsibility must be open to the ablest citizen irrespective of their origin."



CURRICULUM RESEARCH

ROMNEY, GOLDEN — *A Study of Factors That Contribute to Curricular Interests of Students of the Ninth Grade with Special Reference to Physical Education*. New York: New York University, 1936.

What are the preferences of students with respect to algebra, English, history, and physical education? What are the factors associated with their preferences? What value would an answer to these questions be in formulating a physical education program? These are some of the questions which are answered in this study. The data were obtained by means of a student questionnaire check sheet, by questionnaires sent to teachers, and by the observations of principals. There were 1,005 students representing certain selected schools of eastern New Jersey involved in the study.

Space does not permit a description of all of the observations and recommendations. A few interesting points, however, will serve to disclose the nature of the findings. Physical education was the most popular subject among boys while they disliked algebra more than any other subject. The girls on the other hand preferred algebra and disliked history. Age, intelligence, and socioeconomic status appear to be associated with student preferences. As a rule, the boys who preferred physical education were older, lower in intelligence quotient and socio-economic status than those who preferred other subjects.

The girls who preferred algebra were on the average younger than girls who did not express a preference for algebra. The girls who preferred physical education were on the average higher in intelligence quotient than girls preferring other subjects.

Students gave as their chief reasons for disliking a subject—"uninteresting material," "dislike for subject matter," "too difficult," "poor teacher," "too much homework," "dislike for teacher," and "no future value." It is interesting to note that formal activities in physical education were disliked by both boys and girls; that the boys and girls who were in extremely large classes in physical education as a rule reported a dislike for the subject; and that there was no relationship between the preferences of students for physical education and the ranking of teachers of that subject as determined by a principal.

Among other things the study recommends that physical education classes meet daily and that Saturdays and afternoons be used in the promotion of the program; that physical education classes be limited to a maximum of sixty students each; and that the selection of activities for boys should be based upon a consideration of age.

B. O. S.

LORD, FRANCIS EVERETT. *A Study of Spatial Orientation of Children*. Ann Arbor: University of Michigan, 1936. Unpublished.

The teaching of spatial relations is an old problem and one that no doubt deserves more attention than it has received. In this study of spatial orientation of children the reader will find a brief description of earlier studies, a new technique for detecting ability to orientate oneself in space, and a discussion of the extent to which certain elementary school children can determine directions, locate cities in space, indicate direction of streets, locate stores, etc., in the community, and maintain their sense of direction in travel. It is indicated that the growth of children is neglected in the area of spatial relations. Children "do not have a well-generalized notion of the cardinal directions."

The curriculum worker will find in this study a defensible argument for more extended activities along the line of developing a sense of spatial relations. Perhaps of even more value are the suggestions of elements of spatial orientation that would need to be taken into account in devising appropriate learning activities. These elements include a variety of situations to the end that the sense of direction will become a generalized pattern and one spatial position of the individual will have no advantage over another in acts of orientation. Teachers of geography and other social studies will find in this piece of research many helpful suggestions in the teaching of directions.

B. O. S.

TYLER, LAURA TERRY—*A Development of a Plan for Evaluating the Curriculum Reconstruction Program in Junior High Schools and the Application of This Plan in the Evaluation of Curriculum Reconstruction in the Junior High Schools of Westchester County, New York*. New York: New York University, 1936. Doctor's Dissertation.

Despite the local application of this study it has points of interest to the profession at large. The study was carried out to discover what improvements had been made in the junior high school curriculum during the depression years with special reference to the junior high schools of Westchester County. But while it is specifically concerned with the Westchester County curriculum program for junior high schools, it covers seventy-eight schools, representing twenty-one states.

The selection of the schools for study was based upon the recommendations of state departments of education, college specialists, and the schools frequently mentioned in periodical literature dealing with junior high schools. From these sources a list of ninety-five junior high schools was compiled. A questionnaire was sent to each of the schools asking for data on curriculum practices. From these data and the accepted functions of junior high schools, a plan for evaluating curriculum reconstruction in the Westchester junior high schools was developed.

In addition to the plan for evaluating curriculum reconstruction in the junior high schools, the study

contains many interesting observations. Some of these are quoted for their general interest: "There is a decided tendency to overlook the junior high school curriculum, as evidenced by the addition of many more subjects to the curriculum than have been eliminated. . . . Mathematics is no longer required on a common-to-all basis. . . . The core curriculum in the majority of all the schools studied comprises four subjects, English, physical education, the social studies, and science. . . . Noticeable increments in the average number of periods of work per week have been made in the offerings in the fields of social studies,

science, physical education, the fine and industrial arts, and the socializing-integrating activities. . . . The socializing - integrative activities show the greatest increment of all of the fields in the average number of minutes per week allotted. . . . English, the social studies, mathematics, and science lead all other subjects in their demand upon the time allotment in the period subsequent to 1929."

The schools do not seem "to be making the most of the available opportunities to enrich and adapt the curricula through the utilization of out-of-school agencies."

B. O. S.



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REVIEWS

HARRIS, PICKENS — *The Curriculum and Cultural Change*. New York: D. Appleton - Century Company, 1937.

The Curriculum and Cultural Change is an effort to get down to fundamentals in the theory of curriculum construction. Mr. Harris considers most current treatments of curriculum to be pretentious approaches to petty problems devised in a spirit of hasty practicality and intellectual confusion. There is a lack of concern for an understanding of the fundamental purposes of the school, and especially there is an absence of any fundamental discussion of the plan of education in our present social scheme and of social approach to the problems of curriculum. Mr. Harris himself suggests that the fundamental aim of education should be to foster intelligent cooperation in associated living. Education must "serve emergent idealism," "must build in the student the disposition to evaluate and engage in self-criticism in connection with questions that are very real to him, so guiding, of course, that such experiences shall lead into and order social thinking." The pupil must have an opportunity to "engage in experiences that involve the principles of deciding what to do, choosing methods, experimentally trying them out, accepting responsibility for mistakes, and appraising the worth of results, conclusions, and beliefs." Above all, curriculum must help develop in students a scientific, critical attitude toward

man's cherished beliefs and social traditions.

Out of this type of curriculum Mr. Harris expects changes in the social outlook of adults such as "wholesome respect for work of any kind," "respect for the personality of others," and "disregard for the money value of productive effort."

This basic philosophy is laid down in the first ninety pages of the book. Two chapters are then devoted to criticism of current application of scientific method to education. He deplores the atomistic approach to the learning process and scientific absolutism in the techniques applied to educational problems, particularly the atomism in formulating objectives. He pleads for the organic approach and experimentalism in education. This experimentalism means for him that teachers should have an opportunity to achieve "those elements of scientific method which gradually culminate in an ability to see and define new problems." This could not be achieved by laying down specific plans for action in curriculum, by selecting curriculum material prior to their use, by prescribing the methods of instruction or even by activity method which, in his opinion, has degenerated into a new type of formalism.

Turning finally to the question of curriculum construction, Mr. Harris devotes considerable space to the criticism of present schemes of curriculum revision, arguing that

even the best intended revisions prepared by experts make no provision for the growth of the teacher and the self-direction of the teacher and the pupil which alone are the condition for the desirable education. This, in his opinion, represents the most pressing need in education today.

Mr. Harris refuses to give any blueprint for education. There has been too much of that, he thinks. But it seems regrettable that such a thorough analysis of the undesirable curriculum practices is not followed by some constructive suggestions, at least regarding the methods and procedures by which the principles and values with which he seems too concerned could be put into practice. An air of unreality and a suggestion of a negative approach is the consequent impression on the reader. The sentiments expressed in the book draw approval, but one is at a loss to see by what practices to realize the aims set up by the writer.

Also, the condemnation of curriculum practices now in effect is a bit too sweeping. In schools of today there is more effort toward clarification of social philosophy and toward a curriculum based on social needs of today than this book would lead one to believe.

There is a definite value in the emphasis on the need for a more fundamental consideration of curriculum problems. This Mr. Harris has done admirably. But his purpose would have been better served by developing some major implications of his philosophy more fully and deeply, instead of dealing

briefly with many by reiteration of abstract generalizations.

HILDA TABA AND H. J. ABRAHAM
Ohio State University

PATTEN, MARJORIE — *The Arts Workshop of Rural America. A Study of the Rural Arts Program of the Agricultural Extension Service.* New York: Columbia University Press, 1937. 202 pp.

Every observer of the American scene realizes that the arts are playing an increasingly important part in present day life. Their phenomenal rise to prominence has been one of the most striking developments of the past two decades. To study the contributions of the Rural Arts program, the General Education Board sponsored a study under the supervision of the Department of Adult Education of Teachers College. Eight states were selected to be studied: Wisconsin, Iowa, North Dakota, Colorado, Ohio, North Carolina, New York, and West Virginia. "They were chosen not because of excellence of program primarily but rather because they seemed to have programs representative of what is happening and of what may happen in different types of organizations." This book is the result of that study. In it the author has collected evidence to show that "over wide areas farmers today are interested in opera as well as in corn and hogs, in drama as well as in cheese and cream, and in folk dancing as well as in wheat and cattle."

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All possible types of programs which included any art activities were investigated. These included such things as drama, music, hobbies, arts and crafts, puppets, and the radio. Detailed histories and accounts of various types of projects have been gathered from many sources, from firsthand contact with the farmers and their wives and their children. The reader is shown the stimulating effects of these programs on rural life.

It is rather significant that in the portions of the book in which the various types of art activities are specifically discussed, over two-thirds, or about one hundred ten pages, is concerned with dramatic presentations. Radio receives four pages; arts and crafts, eight; art exhibits, three; and hobbies, eight. The author herself says, "If the arts program seems to be overweighted on the drama side, it is because the general pattern follows the pattern of drama." One cannot help wondering whether a program, so overbalanced on the drama side, can be as effective as the author would have us believe. Does it not rather indicate a weakness in the program as it is being developed? Are not the radio, music, the care of one's home even more related to the lives of rural folk than drama, and shouldn't they occupy an important place in an "arts" program?

Most of the projects discussed stress participation. These participating groups, of course, perform for many people. But here again one cannot help raising the question of what should be done for the great majority of individuals who

have neither the ability nor the interest to participate, but who in their lives have countless opportunities for appreciation. Should they not be given a greater opportunity? Should not their appreciation be taken beyond the performances of people like themselves?

The author, herself, states certain problems which she finds present in the program as it now stands. Here again we find an overweighting on the drama side. Her suggestions are all excellent, but they seem to be chiefly for the enlargement and improvement of the program as it now stands, rather than for any reworking of the program to fit unmet needs.

EDWIN ZIEGFELD
University of Minnesota

. . .

LYON, RALPH M.—*The Basis for Constructing Curricular Materials in Adult Education for Carolina Cotton Mill Workers*, Contributions to Education No. 678, New York: Bureau of Publications, Teachers College, Columbia University, 1937. 115 p. \$1.60.

It is encouraging to discover a book on curriculum which takes its departure from the lives of the people to be educated, and exhilarating to find a work on adult education of which the thesis is not merely to "liberate the mind" from bonds undefined for tasks unforeseen. This treatise starts with four chapters on the historical background of Carolina manufacturing, the mill workers and owners, and the mill villages, and proceeds via a regional plan to a curriculum.

But unfortunately the presentation is so confused and confusing, so *gauche* and dull in statement, so full of quotations and footnotes, so artificial and ambiguous in its "objectivity," and so maladroit in establishing its case that it scarcely heartens the most devoted follower of the principles upon which it is implicitly based.

A page-long section on "Child Labor" in the chapter on "The Mills and Their Owners," for example, is bedizened by ten footnotes to fourteen sources, and leaves the reader in a paralysis of bewilderment: Is there child labor in the Carolina cotton mills or is there not? If there is not, why so much effort on the part of the "Southern Puritan" to sanctify it, and why does a subsequent section on "Social Legislation" say: "The age limits of the working laws are very low. Children between fourteen and sixteen years of age may work ten hours a day. . . . That poor children will be permitted to work illegally is to be expected"? A tiny footnote obscurely hints that child labor was more common in the early days than now. Is that it? Or is the truth revealed at long last in the chapter entitled "A Regional Plan," which says: "Child labor is anathema to any civilized people. It must be outlawed in the South"? Evidently there is child labor to be outlawed; yet a list of "Shortages in the Lives of Carolina Cotton Mill Operatives" which is offered as the chief contribution of the book fails to mention the labor of children.

Nor is the treatment of child labor an exception; equally turgid

obscurity wrapped in quotes characterizes the work as a whole. The ninety-four pages describing the mills and setting forth a regional plan carry a total of 882 footnotes to an even greater number of passages in the 280 references of the bibliography.

The self-contradictory descriptions are laid against concepts drawn from a "Regional Plan" to prove that the village system is no good. The differential is then translated into "Shortages in the Lives of the Cotton Mill Workers," which the author proposes as a basis for curriculum construction. The activities suggested to meet these shortages seem impossible under the conditions described—but the author says he holds no certain brief for them. Presumably he had something else up his sleeve, for the final chapter, "A Technique for Introducing a Program of Adult Education in a Carolina Cotton Mill Village," consists largely of "A Proposed Plan for a County Adult Education Program and an Adult Community Leadership Project at Furman University, Greenville, South Carolina"—complete with budget! The plan has little explicit relationship to all that goes before.

Since the descriptions are derived from contradictory sources and the regional plan is a patchwork of quotes, this process is evidently supposed to be objective. So objective is it that no connections are drawn between wages, pellagra, child labor, and neglected houses. Yet an undocumented bias persists (as in references to the values of the mills as over what

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workers knew before, the conception of industrial democracy as something closely akin to company unionism, and the like).

The reader is painfully conscious of the author reading his 280 books and articles, and laboriously copying out well upwards of 882 quotations, each on a separate card. He shuffles them and reshuffles, attempting to string them together again, growing haggard with their stubborn recalcitrance. (There were also evidently a questionnaire and some interviewing, surreptitiously mentioned from time to time, but never explained.) By itself, the procedure fails as an approach to the curriculum.

Incidentally, the patchwork-quilt method of English composition has its deplorable difficulties, and frequently obtrudes itself in sentences like this: "What Sidney Lanier predicated had come to pass, according to Frank Tannenbaum." An occasional sentence makes no sense at all, and at one place there is a reference to an "Emergency Relief Education Act, sponsored by the National Recovery Administration"—presumably the emergency education programs sponsored by the Federal Emergency Relief Administration, later the W.P.A.

RUTH KOTINSKY

Commission on Secondary School Curriculum of Progressive Education Association

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HOBAN, CHARLES F.; HOBAN, CHARLES F., JR.; AND ZISMAN, SAMUEL B. *Visualizing the Curriculum*. New York: The Corndon Company, 1937. 300 p.

This is one of the few books on educational method which practices what it preaches. Described by its authors as a "systematic treatment of the relation between the concrete materials of teaching and the process of children's learning in school," it is intended to help eliminate "verbalism" from the results of school instruction.

"We could think of no valid reason why textbooks for teachers should be dull or drab," say the authors. Accordingly they have presented a book in "modern" layout, with seven-and-a-half by ten inch pages. Well-led text of large, distinctive type occupies the inner two-thirds of each page and provides a wide outer margin for sub-titles, annotations, and "foot-note" references. The result is a format which invites reading and makes it easy.

One of the clearest and simplest expositions of the psychology of learning and its relation to visual aids, that this reviewer has ever read, is presented in the first chapter. Subsequent chapters describe in detail and give helps for using specific kinds of visual aids including the school journey, the school museum, the motion picture, and graphic materials. The last three chapters are devoted respectively to discussion of "Integrating Materials of Instruction," "Administering a Visual Aids Program," and "Architectural Considerations." Space for notes, and a selected bibliography at the end of each chapter, and a glossary, enhance the usefulness of the book.

J. E. D.

NEW PUBLICATIONS

BOOKS

- BENNETT, MARGARET E. AND HAND, HAROLD C.—*School and Life*. New York: McGraw-Hill Book Co. 1937. 185 p. \$1.24.
- KALLEN, MIRIAM—*A Primary Teacher Steps Out*. New York: Lothrop, Lee and Shepard Co. 1937. 241 p. \$2.00.
- MILLIGAN, NANCY GERTRUDE—*Relationship of the Professed Philosophy to the Suggested Educational Experiences*. New York: Bureau of Publications, Teachers College, Columbia University. 1937. 198 p. \$2.10.
- PHILLIPS, BERNATH E. — *Fundamental Handball*. New York: A. S. Barnes & Co. 1937. 124 p. \$1.50.
- RAND, HELEN AND LEWIS, RICHARD—*Film and School*. New York: D. Appleton-Century Co. 1937. 182 p.
- REICH, EDWARD AND SIEGLER, CARLTON JOHN—*Consumer Goods*. New York: American Book Co. 1937. 526 p.
- REICHART, NATALIE AND BRAUNS, JEANETTE—*The Swimming Workbook*. New York: A. S. Barnes & Co. 1937. 96 p. \$1.00.
- RINSLAND, HENRY DANIEL—*Constructing Tests and Grading in the Elementary and High School Subjects*. New York: Prentice-Hall, Inc. 1937. 323 p. \$2.85.
- WALLENSTEIN, NEHEMIAH — *Character and Personality of Children from Broken Homes*. New York: Bureau of Publications, Columbia University. 1937. 86 p. \$1.60.
- BULLETINS AND PAMPHLETS**
- ALDRICH, JULIAN C.—*A Guide to Cooperative Community Study*. St. Louis: County Commission on the Teaching of the Social Studies, Room 206 Eads Hall, Washington University. November, 1937. 67 p. Mimeographed. 60 cents.
- BUILDING AMERICA—*The News*—New York: Society for Curriculum Study. Editorial offices of Building America, 425 West 123rd Street. 1937. 32 p. Paper covers.
- EDUCATIONAL POLICIES COMMISSION—*The Structure and Administration of Public Education in the United States*—Washington: Educational Policies Commission, 1201 Sixteenth Street, N. W. December, 1937. 16 p. Paper covers.
- GEORGIA STATE DEPARTMENT OF EDUCATION—*Georgia Program for the Improvement of Instruction*—Bulletin No. 2. Atlanta: State Department of Education. May, 1937. 130 p. Paper covers.
- LOS ANGELES COUNTY SCHOOLS—*Immigrant Contributions to American Life*. Part II: Scotland. Los Angeles: County Superintendent of Schools. October, 1937. 61 p. Mimeographed. Bibliography also provided.
- MOE, M. P. AND BROCKMANN, L. O.—*Utilizing Community Resources for Vocational Guidance and Training*. Helena, Montana, Box 217: The Authors. 1937. 56 p. Paper covers. 50 cents.
- MINNEAPOLIS PUBLIC SCHOOLS—*When Pupils Leave School*. Minneapolis: Public Schools. October, 1937. 16 p. Paper covers.
- NATIONAL COUNCIL FOR THE SOCIAL STUDIES—*The Contribution of Research to the Teaching of the Social Studies*. Eighth Yearbook. Cambridge, Massachusetts: The National Council for Social Studies, 18 Lawrence Hall, Kirkland Street. 1937. 239 p. Paper covers.
- NATIONAL COUNCIL OF TEACHERS OF ENGLISH — *Radio and the English Teacher*. Chicago: National Council of Teachers of English, 211 W. 68th Street. 1937. 32 p. Paper covers.
- NATIONAL EDUCATION ASSOCIATION, DEPARTMENT OF SUPERVISORS AND DIRECTORS OF INSTRUCTION—*Teachers and Cooperation*. Ann Arbor: S. A. Courtis, University of Michigan. 1937. 79 p. Paper covers. 25 cents.
- RESEARCH DIVISION OF THE NATIONAL EDUCATIONAL ASSOCIATION — *Improving Social Studies Instruction*. Washington, D. C.: National Education Association, 1201 Sixteenth Street, N. W. November, 1937. 258 p. Paper covers. 50 cents.
- STEIN, EMANUEL—*Understanding Corporations*. New York: Service Bureau for Adult Education, New York Uni-

versity. 1937. 56 p. Paper covers. 50 cents.

UNITED STATES DEPARTMENT OF COMMERCE—*How to Stop Farm Accidents*. Washington: United States Government Printing Office. 1937. 22 p. Paper covers. Free.

UNITED STATES DEPARTMENT OF COMMERCE—*How to Stop Home Accidents*. Washington: United States Government Printing Office. 1937. 14 p. Paper covers. Free.

COURSES OF STUDY

COMMONWEALTH OF THE PHILIPPINES, DEPARTMENT OF PUBLIC INSTRUCTION—*Course of Study in Philippine Social Life*. Manila: Department of Public Instruction. 1937. 303 p. Mimeographed.

COMMONWEALTH OF THE PHILIPPINES, DEPARTMENT OF PUBLIC INSTRUCTION—*Course of Study in Physics*. Manila: Department of Public Instruction. 1937. 193 p. Mimeographed.

KANSAS CITY PUBLIC SCHOOLS—*Safety in the Curriculum*. Kindergarten and Grades 1-6. Curriculum Bulletin No. 14. Kansas City: Public Schools. 1937. 123 p.

KANSAS CITY PUBLIC SCHOOLS—*Safety in the Curriculum*. Junior and Senior High Schools. Curriculum Bulletin No. 15. Kansas City: Public Schools. 1937. 150 p.

LOS ANGELES COUNTY PUBLIC SCHOOLS—*Curriculum Materials*. Los Angeles: Los Angeles County Schools. 1937. Mimeographed.

Current Social Problems. Secondary. A series of 8 units.

Foreign Language. Secondary. 43 p.

Guidance. Secondary. 2 units.

Language. Secondary. 27 p.

Motion Picture. Secondary. 23 p.

Reading. Secondary. 32 p.

Social and Racial Relations. Secondary. 2 units.

MADISON PUBLIC SCHOOLS — *Natural Science*. Grade IV, 86 p.; Grade V, 78 p.; Grade VI, 73 p. Madison, Wisconsin: Public Schools. 1937. Mimeographed.

MASSACHUSETTS STATE DEPARTMENT OF EDUCATION—*Emphasizing Character in the Elementary School*. Bulletin No. 7. Boston: State Department of Education. 1937. 64 p. Paper covers.

NEW MEXICO STATE DEPARTMENT OF EDUCATION—*Handwriting Instruction*. Albuquerque: State Department of Education. September, 1937. 54 p. Mimeographed.

SACRAMENTO CITY SCHOOLS—*Course of Study Monograph Number Fourteen*. Part I, Grade III, About 101 p.; Part II, Grade IV, About 83 p.; Part III, Grade V, About 115 p.; Part IV, Grade VI, About 114 p. Sacramento: City Schools. 1937. Mimeographed.

SOUTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION—*Vocational Homemaking Education for Secondary Schools*. Bulletin No. 16. Pierre: South Dakota Department of Public Instruction. 1937. 268 p. Paper covers.

UNIVERSITY OF THE STATE OF NEW YORK — *Mathematics for Elementary Schools*. Albany: University of the State of New York Press. 1937. 192 p. Paper covers.

SOCIETY FOR CURRICULUM STUDY

TENTATIVE PROGRAM OF ANNUAL MEETING

THE RITZ-CARLTON HOTEL, ATLANTIC CITY, NEW JERSEY

Saturday, February 26—Monday, February 28, 1938

- I *Saturday, February 26—9:30 A.M.* Problems of Curriculum Improvement in Secondary Schools.

This session will be in three major divisions.

First, presentation of problems, study procedures and constructive proposals by three or four individuals.

Second, appraising and supplementing the presentations and suggesting implications for the Society's committee on secondary education by a panel and those present.

Third, a summary of the presentations and discussion.

- II *Saturday, February 26—12:15 P.M.* Second Annual Luncheon. Presentation and discussion of the report of the Committee on a Long-Time Plan for the Society.

- III *Saturday, February 26—2:30 P.M.* Problems of Curriculum Scope and Sequence in Relation to Psychology, Philosophy and Social Life.

This session will be in four major divisions. The first three will be discussions of problems of scope and sequence in relation to psychology, philosophy and social life respectively. The fourth will be a discussion of problems of scope and sequence by a panel and those present.

- IV *Saturday, February 26—6:00 P.M.* Dinner of Committee on Regional Conferences and Meetings and Those Interested in State Curriculum Programs. R. D. Russell, University of Idaho, in charge.

- V *Sunday, February 27—8:30 A.M.* Breakfast Meeting of the Executive Committee.

- VI *Sunday, February 27—4:00 P.M.* Meeting of the Editorial Board of the Curriculum Journal.

- VII *Monday, February 28—9:00 A.M.* State Curriculum Programs. This session is being planned in terms of devoting the discussion to a limited number of significant problems involved in state curriculum programs.

- VIII *Monday, February 28—2:45 P.M.* Joint session with Department of Rural Education.

In this session problems of curriculum improvement in rural schools are to receive attention.

This program is being planned by the Committee on the Annual Meeting, J. Cecil Parker, Chairman.